DOCUMENT RESUME

ED 311 126 UD 027 036

AUTHOR Denes, Julie, Ed.
TITLE Grants for Excellence. Project Manual 1987-1988.
INSTITUTION New Haven Initiative for Excellence in Education, CT.
SPONS AGENCY Carolyn Foundation, Minneapolis, Minn.; New Haven Foundation, Conn.; Public Education Fund, Pittsburgh, PA.
PUB DATE Aug 89
NOTE 90p.
AVAILABLE FROM New Haven Initiative for Excellence in Education, One State Street, New Haven, CT 06510.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Curriculum Enrichment; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Grants; Private Financial Support; Program Descriptions; Special Education; *Special Programs; *Supplementary Education; Urban Education
IDENTIFIERS Connecticut (New Haven)

ABSTRACT

The New Haven Initiative for Excellence in Education is a private sector endeavor to support public schools in New Haven (Connecticut). The Initiative's premiere program is the Grants for Excellence program. Grants of up to $500 are available to teachers, administrators, and parents to fund special innovative teaching projects not normally funded by the school system budget. This document presents detailed descriptions of 77 such projects funded by the Initiative during the 1987-1988 school year, and covering the following areas of education: (1) special education; (2) primary; (3) middle; and (4) secondary. The following information is provided for each project: (1) description, including name of grant recipient, educational level, subject, number of students served, school, and project duration; (2) activities; (3) budget; (4) special equipment; (5) outcomes; and (6) comments from staff and/or students. Also included are an index of names; lists of 1987 and 1988 contributors; and lists of the project's staff, steering committee, and grant reviewers. (PB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311126

New Haven Initiative for Excellence in Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Vicki B. Parker
New Haven Initiative for Excellence in Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Grants for Excellence

PROJECT MANUAL 1987–1988

Funded by The Carolyn Foundation
The New Haven Foundation
The Public Education Fund

UD 027 036

BEST COPY AVAILABLE

New Haven Initiative for Excellence
in Education

Grants for Excellence

PROJECT MANUAL 1987–1988

Editing: Julie Denes
Design/Typesetting: Elaine Piraino-Holevoet
Printing: Goodcopy, Inc.
Project Coordination: Vicki Parker

INTRODUCTION

History

In 1986, business, civic and educational leaders were convened by the New Haven Foundation to discuss the formation of a local education fund — a private sector endeavor to support New Haven's public schools. Out of these discussions, and subsequent discussions with the Ford Foundation's Public Education Fund in Pittsburgh, came the New Haven Initiative for Excellence in Education, or simply, the Initiative.

The Initiative received two matching grants in 1987 — each $50,000 — from the Public Education Fund and the New Haven Foundation. These grants were set forth as a challenge to the community to raise an additional $50,000 for an endowment fund for the perpetuation of the Initiative's programs.

Grants for Excellence Program

The Initiative's premiere program is the Grants for Excellence program. These small grants — up to $500 — are available to teachers, administrators, and parents to fund special innovative teaching projects not normally funded by the school system budget. During the 1987-1988 school year, the Initiative received 240 Grants for Excellence applications and funded 77 of these projects for a total of $34,160.

Grants for Excellence applications are reviewed prior to funding by teams of volunteer reviewers from the community-at-large. These volunteers contact the applicants to learn more about the project, the school, and the students, thereby fulfilling another Initiative goal of greater community involvement in the public school system.

The Project Manual 1987-1988

The Project Manual 1987-1988 presents detailed descriptions of Grants for Excellence projects. We hope these descriptions will

- offer new ways to meet the challenges of the classroom
- inspire you to participate in the Grants for Excellence program
- show you how much can be accomplished through a small financial contribution

Acknowledgements

The Initiative is grateful to the Carolyn Foundation for their partial support of this publication. In addition, we wish to acknowledge the educators who participated in the program and the individuals and businesses whose contributions of volunteer time and money help make the Grants for Excellence program the success we see here.

TABLE OF CONTENTS

SPECIAL EDUCATION ..... **1 –14**

PRIMARY ..... **15 –18**

MIDDLE ..... **49 – 70**

SECONDARY ..... **71 – 87**

SPECIAL EDUCATION

PROJECT TO IMPROVE ATTENDANCE & DEVELOP JOB SKILLS

GRANT RECIPIENT: Donald J. Breuler, Learning Center Teacher
LEVEL: Middle
SUBJECT: Learning Center for learning disabled, emotionally disturbed, and EMR students
NUMBER OF STUDENTS SERVED/GRADE: 100+/Grades 6-8
SCHOOL: Troup Middle School/259 Edgewood Avenue/New Haven/787-8854
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Some students at Troup Middle School have had a history of poor attendance and excessive tardiness. In an effort to exchange these careless habits for a more responsible attitude, Donald Breuler has adopted some of the trappings of the workplace in his **PROJECT TO IMPROVE ATTENDANCE & DEVELOP JOB SKILLS**. A time clock was installed in the learning center. students were taught how to punch in and out, and were required to punch in every morning when they arrived at school, and punch out when they left in the afternoon. A new cash register and typewriter made it possible to teach and practice money handling and typing skills. Goals were set for each student each week in three areas: attendance, behavior, and schoolwork. A computerized progress report was sent home to parents every week for their signature, along with classroom newsletters and a photocopy of their child's timecard.

ACTIVITIES

- Install time clock and keep attendance records.
- Set goals with each student for attendance, behavior, and schoolwork.
- Send progress reports and timecards to parents each week.
- Publish a "roll of honor" each week to give recognition to students who achieve 80% or better in attendance, behavior, and schoolwork.
- Teach money handling and typing skills, using the cash register and typewriter.

BUDGET

- Cash register - $240.
- Typewriter - $160.
- Computer software - $100.

SPECIAL EQUIPMENT

- Time clock (borrowed, in this case)
- Computer

OUTCOMES

Donald Breuler reports, "By all indications, the program has really modified behavior and attitudes towards school (and later, work, we hope). Total weekly averages have risen and attendance and punctuality have improved. I see two things that need to be changed: one, by the time we were underway in late October, a number of students had already been absent 20 days or more! They never really benefited from the program after such a bad start. Secondly, it is too much work to print reports, keep records, and monitor the program for 100 students and 8 teachers by myself. Consequently, I have applied for another grant to supply our department with its own computer so teachers can do their own reports."

COMMENTS

"The main thrust of this project was to show students the connection between good attendance and punctuality, and their future livelihoods."

Selections from the Troup Newsletter, Students' Edition:

Cars

When I grow up I would like to be a salesman for cars. I would like to own and sell Toyotas, Jettas, a Mazda, and a Ford (but Fords break down too quick!). I will be a salesman because they make a lot of money. I love to work on cars, because I like to take out motors, spray painting cars. But sometimes you will get grease on your clothes. Most people prefer to work on their own cars, like me.
—Donald Saxon

My Successful Life

I want to be a football player when I grow up because it is a fun thing to do and it has a lot of action in the game. If I do not become a football player, I will want to become a lawyer, because I enjoy defending people's rights in america. If I can't be a lawyer, I will want to be a doctor because I would enjoy saving people's lives. This is why a high school and college diploma would be important to me.
—Peter Bush

QUALITY CONTROL IN AN EDUCATIONAL SETTING

GRANT RECIPIENT: Donald J. Breuler, learning center teacher
LEVEL: Middle
SUBJECT: Reading and math/Special Education
NUMBER OF STUDENTS SERVED/GRADE: 22/Grades 5-7
SCHOOL: Troup Middle School/259 Edgewood Avenue/New Haven/787-8854
PROJECT DURATION: January - June; September - June in following years

---

PROJECT DESCRIPTION

Students in the learning center—most of whom have learning disabilities, emotional difficulties, or other impairments—often have trouble following directions and completing reading assignments. Their teacher has borrowed some principles of industrial **QUALITY CONTROL** and applied them **IN AN EDUCATIONAL SETTING**. He has used production operation forms from a local manufacturing plant to itemize the steps involved in assembling several crafts projects, which are appealing to the students, and also the steps involved in reading a book and writing a book report, which may not seem quite as appealing to the class. The students alternate doing a crafts project and then a book report, always under strict "sign-off" supervision from the teacher, who inspects their work at every significant step.

BUDGET

- Classic reading books - $187
- Craft supplies - $136
- Math tutoring supplies - $80
- Test generating supplies - $50

OUTCOMES

"There was a delay in obtaining the set of classic reading books," says teacher Donald Breuler, "and I did not want to start the project without them, because I did not want the students to think that we were only doing 'arts and crafts.' It is probably too soon for final statements, but we seem to be achieving worthwhile results."

COMMENTS

"This project is based on the quality control supposition (taken from the Japanese manufacturing industry) that you cannot 'inspect' quality into a product after it has been manufactured. In education, the inspection procedure is analogous to a test or report card. It is too late to try to teach skills at test time! An attempt must be made to insure that directions, procedures, and facts are well understood throughout the learning process."

ACTIVITIES

- See above.
- Complete math tutoring assignments in the same manner.
- Take tests to measure progress.

USING THE COMPUTER TO ENHANCE SELF-IMAGE

GRANT RECIPIENT: Natalie Burke, Special Education Teacher
LEVEL: Primary and Middle (K-8)
SUBJECT: Learning Center Resource Class for Special Education Students
NUMBER OF STUDENTS SERVED/GRADE: 45/Grades K-8
SCHOOL: East Rock Community School/133 Nash Street/New Haven/787-8867
PROJECT DURATION: March - June and following years

PROJECT DESCRIPTION

Children with learning and behavioral difficulties experience a great deal of failure in school. As a result, they develop a negative self-image: they see themselves as "not good enough." **USING THE COMPUTER** helps these children experience success at their own pace and, at the same time, their academic needs are addressed.

ACTIVITIES

- Computer software emphasizing reading, spelling, and math is purchased.
- Children spend one half hour working on a specific skill with the teacher, then spend one half hour practicing that skill on the computer. This pattern is repeated daily.
- As children become familiar with the computer, they can work together in groups of two and three during free periods.

BUDGET

- Educational software for the Apple II computer - $500

SPECIAL EQUIPMENT

- Apple II computers in the classroom

OUTCOMES

"Children improved in spelling scores, reading, and especially in math computation and speed," reports teacher Natalie Burke. "They became confident and felt good about their success, which carried over into the regular classes."

COMMENTS

"It was wonderful to see children who are so used to failing gain confidence and feel good about learning. They also helped one another to succeed, which was a great aspect of this program."

LEARNING BY COOKING

GRANT RECIPIENT: Kathleen Cooney and Nancy Schwartz, teachers
LEVEL: Primary
SUBJECT: Special education
NUMBER OF STUDENTS SERVED/GRADE: 20-25/Special Ed (K-3)
SCHOOL: Edgewood School/737 Edgewood Avenue/New Haven/787-8611
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Each week, two special education teachers collaborate to give a two-hour cooking lesson to their combined classes. The experience of cooking, which most children naturally enjoy, fosters language development and gives a focus to many areas of the academic curriculum—math, science, reading and social studies.

ACTIVITIES

- Bread, cookies, packaged mixes
- Applesauce, apple crisp
- Irish soda bread, pumpkin bread
- Many other seasonal items

BUDGET

- Cooking ingredients - $300
- Cooking utensils - $200

SPECIAL EQUIPMENT

- Oven and stovetop in the classroom
- Refrigerator in the building

OUTCOMES

Teachers Kathleen Cooney and Nancy Schwartz report that their students grew so much in language ability that they are now ready to meet new challenges in school.

COMMENTS

"The cooking activities were fun, yet motivating. The children looked forward to our cooking days. Thank you."

STUDENT COMMENTS

Sarina said, "I liked cooking."

Niki said, "It's nice cooking."

Alicia said, "I liked eating all the food!"

Latasha said, "It's fun!"

FEELING GOOD ABOUT READING

GRANT RECIPIENT: Lynn Denison, Special Education Resource Teacher
LEVEL: Primary
SUBJECT: Special Education— Reading
NUMBER OF STUDENTS SERVED/GRADE: 14 P/T Special Education Students/Grades 1-5
SCHOOL: Vincent E. Mauro/130 Orchard Street/New Haven/777-5970
PROJECT DURATION: February - June, and future years

PROJECT DESCRIPTION

FEELING GOOD ABOUT READING is a project designed for elementary school students who have little interest or self-confidence in reading. The teacher, Lynn Denison, put together a classroom library of folk stories, fairy tales, biographies, science books, and stories in Spanish. She held informal "book meetings" with children and parents to acquaint them with the contents of the library. The children selected books, read them at home alone or together with their parents, and later discussed the books in class.

ACTIVITIES

- Books are purchased for the classroom library.
- The project is explained to children and parents.
- The children and parents, guided by the teacher, select appropriate books to read in the home.
- On special days, the teacher reads aloud in class.
- The children keep logs of the books they have read.
- In class, the children discuss the books they have read, and do related writing or artwork.

BUDGET

- Books, plus one software program to reinforce reading skills - $500

SPECIAL EQUIPMENT

- Classroom computer, if software is used

OUTCOMES

Ms. Denison reports that the project was successful. " All children need an alternative to typical "reading classes" and the classroom library provides one. The children are excited and interested in reading, and very eager to choose a book."

Phil Mendez's Kissy F and Birthday Hugs – Tyuan

COMMENTS

"Parental support was not as good as I had hoped. Not all of my students' parents responded to meeting notices. However, those few who did seemed to profit."

STUDENT COMMENTS

"The program is good, you get to learn more about fairy tales."

"I liked the Superman book."

"Max Trax is my favorite book."

"I like the program and I wish all of Connecticut had it."

AN ANIMAL ACTIVITY APPROACH

GRANT RECIPIENT: Jemi H. Howell, special education teacher
LEVEL: Primary
SUBJECT: Primary Learning Center
NUMBER OF STUDENTS SERVED/GRADE: 8/Special Education (Ages 6-9) plus 38 visitors
SCHOOL: Davis Street/35 Davis Street/New Haven/787-8660
PROJECT DURATION: September - June

PROJECT DESCRIPTION

AN ANIMAL ACTIVITY APPROACH brings a rabbit, a bird, some fish, two gerbils, and an antfarm into a special education classroom to stay for the whole school year. In getting to know the animals and learning to take care of them, a world of shared experience is created in the classroom—a world in which the children are better able to relate to each other and to the adults around them. Love of the animals, and curiosity about them, stimulates the children in their artwork and writing.

ACTIVITIES

- Purchase animals and equipment; set up classroom (August/September).
- "Free" observation by children (October).
- Structured class discussions (November/December).
- Children assume some responsibility for animal feeding and care; tell and write stories; and use their observations of the animals in math, science, and social studies lessons (January/June).

BUDGET

- Animals - $92
- Equipment and cages - $258
- Food, bedding and nesting materials - $130

SPECIAL EQUIPMENT

- Living quarters for the animals (cages, fish tanks, ant nest)
- Habitrail for the gerbils

OUTCOMES

"The children in my class, ages 6-9, adored the animals," says teacher Jemi Howell. "All responded to the animals and, joyfully, learned to handle and care for them. I will continue the program as long as I have the administration's blessing."

"I liked what the ranger told us about the owl and the sparrow hawk. The sparrow hawk can fly 100 miles down and eat a mouse or any animal. I liked West Rock Park and the animals." —Jimi

COMMENTS

"Many school districts do not permit live animals in the classroom. My principal is unique in his acceptance of this program."

"If I was a fish I would fan myself"
—Tekenya

"If I was a fish I would be a big fish and Ryan would be my friend fish" —Jimi

"I'd like to learn about mother swans and baby swans. I'm sure they feel soft. I'd like to see a baby egg hatch." —Tykon

"I'd like to find out more about animals that live at the zoo. I'd also like to find out about the people who work there."
—Ryan

"I like Lafoadio best because he's fluffy. The gerbils are easy to pick up."
—Darrell

HOW DOES A GARDEN GROW?

GRANT RECIPIENT: Jemi H. Howell and Malcolm R. Singleton, teachers
LEVEL: Primary
SUBJECT: Mainstreamed cooperative program/science
NUMBER OF STUDENTS SERVED/GRADE: 8/learning center; 24/3rd-grade
SCHOOL: Davis Street/35 Davis Street/New Haven/787-8660
PROJECT DURATION: February - June

PROJECT DESCRIPTION

A regular third grade class and a group of special education students, working together in small teams, plant a garden in the front yard of their school. They water, fertilize, weed, and then celebrate their harvest with a salad luncheon for parents. In the process, they find out for themselves **HOW DOES A GARDEN GROW?** It is an unusual opportunity for special education and regular students to mix in a cooperative, non-threatening environment.

ACTIVITIES

- February: plan garden.
- March: assign gardening teams (8 teams of 4 children—1 special education and 3 regular students per team); plant lettuce and flower seeds in the classroom.
- April: have garden rototilled; plant spinach and radish seeds in the ground.
- May: transplant seedlings and sow additional seeds; tend garden.
- June: harvest! Joint class lunch for the children, parents, administrators, and dignitaries.

BUDGET

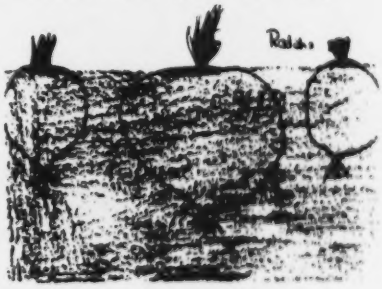
- Rototilling - $80
- Gardening supplies - $145
- Food and supplies for harvest luncheon - $125

SPECIAL EQUIPMENT

- Gardening equipment, easily borrowed.

OUTCOMES

Jemi Howell reports that the project worked well, offering both classes academic as well as social opportunities. The fact that most of the activity had to occur at the busiest time of the school year was a drawback. Nevertheless, the teachers plan to try it again next year, though the garden will be reduced in size (from 15' x 20').



COMMENTS

Mr. Singleton's class was asked to make a final comment on **HOW DOES A GARDEN GROW?**

A garden needs sun and rain. It's fun pulling weeds. I've enjoyed planting radishes, lettuce, tomatoes, and marigolds. But what I'm surprised at is how fast the garden grew. I guess it goes to show that teamwork did it all. There were a lot of daddy longlegs in the garden. Plants are very beautiful. The first day we planted, I was excited. Even though I don't like salad, it's fun to grow plants. It was very fun putting in the fertilizer and lime. —David, Grade 3

A garden grows with soil, water, sunshine, and people's help. The thing I liked doing was weeding and planting. When we were done planting, we had to fertilize the plants. The way you weed is to pull the grass out by the roots. We planted: Cracker Jack marigolds, ageratum, spinach, three kinds of lettuce (Red Sails, Oak Leaf, and Black-Seeded Simpson), and radishes.

—Brendan, Grade 3

PARENT SUPPORT GROUP WITH PSYCHOLOGICAL COUNSELING

GRANT RECIPIENT: Patricia Jakupkovic, teacher
LEVEL: Primary (preschool)
SUBJECT: Preschool for hearing-impaired children
NUMBER OF STUDENTS SERVED/GRADE: 9/Preschool
SCHOOL: East Rock Community/133 Nash Street/New Haven/787-8875
PROJECT DURATION: October - April

PROJECT DESCRIPTION

A special class for preschool children with signficant hearing loss, at East Rock Community School, helps these youngsters learn skills and make adjustments to prepare them for school life in mainstreamed classrooms. At this young age, family support and understanding are crucial to the child's success and sense of confidence. With this in mind, a **PARENT SUPPORT GROUP WITH PSYCHOLOGICAL COUNSELING** was arranged by the teacher, consisting of biweekly meetings for parents, school staff members (school nurse, speech therapist, social worker, etc.), and a psychologist from the Clifford Beers Clinic who is experienced in working with the families of hearing-impaired children.

ACTIVITIES

- Meet every other week for discussions among parents, psychologist, and selected school staff members.
- View counseling film.

BUDGET

- Services of psychologist - $440
- Rent counseling film - $60

SPECIAL EQUIPMENT

- Projector for counseling film

OUTCOMES

According to teacher Pat Jakupkovic, discussion topics included fears, communication problems, difficulties in getting support services, how to change bad habits, frustrations, and denial and rejection. The psychologist offered advice on how to handle the children's behavior at home as well as at school. "Core parents came faithfully and seemed to benefit. Staff members—speech therapist, school psychologist, and the supervisor of speech and hearing—came and benefited as well."

COMMENTS

"We would like to continue the group meetings in future years on our own, using staff members as group leaders."

SAND AND WATER PLAY

GRANT RECIPIENT: M. Lynn Stewart, teacher
LEVEL: Primary
SUBJECT: Preschool, handicapped
NUMBER OF STUDENTS SERVED/GRADE: 18 developmentally delayed children/Preschool
SCHOOL: Isadore Wexler/209 Dixwell Avenue/New Haven/787-8986
PROJECT DURATION: September - June and future years

PROJECT DESCRIPTION

Young children love to get their hands in sand and water, to sift, pour, stir, sprinkle, dig, shovel, and drip. A sand table, water table, and assorted toys, tools, and aprons give a sensual and creative focus to activities in a classroom for developmentally delayed preschoolers. Through **SAND AND WATER PLAY**, the children can improve skills in many areas—language, fine motor, cognitive, and social—while they have a wonderful time.

ACTIVITIES

- Explore, pour, measure, pump, fill
- Build, knock down, create, share, cooperate
- Count, label, sing, pretend, name colors
- Talk, talk, talk
- Write letters, hide objects, guess what's missing
- Make a village, make roads, add cars, houses, people
- Describe objects while feeling them hidden in the sand
- Sift, wriggle toes (sand wet and dry)
- Find floating and sinking objects
- Make floaters sink and sinkers float
- Make boats from wood or styrofoam pieces
- Add food coloring for colored water
- Try bubbles or even colored bubbles
- Mix sand and water to make sand sculptures
- Try something new

BUDGET

- Sand table, water table, aprons - $350
- Water toys, tools, washable puppets - $130

SPECIAL EQUIPMENT

- Sand table, water table

OUTCOMES

"Sand and water exploration and discovery will be never-ending excitement for my preschool class!" says teacher Lynn Stewart. "They are the favorite activities during choice time. Since children learn so much through sand and water play, these activities have become an important part of my preschool curriculum."

HORTICULTURAL THERAPY

GRANT RECIPIENT: Jeffrey Webber, teacher
LEVEL: Special Education
SUBJECT: Trainable Mentally Retarded Vocational Program
NUMBER OF STUDENTS SERVED/GRADE: 10 TMR plus 20 Special Education students
SCHOOL: Celentano School/400 Canner Street/New Haven/787-8646
PROJECT DURATION: February - May

PROJECT DESCRIPTION

Growing flowers and vegetables from seed in a greenhouse is an inherently stimulating, sensual, and productive endeavor. It creates an appealing setting in which to teach very specific behavior skills to trainable mentally retarded students. These skills include the ability to accept direction, the ability to work with peers, the ability to complete tasks sequentially, the ability to accept criticism, and the development of fine motor coordination. Because students find the environment interesting, they are highly motivated to work on their behavioral tasks. **HORTICULTURAL THERAPY** also takes the students a step toward real-life work experience and semi-independence, their ultimate educational goal.

ACTIVITIES

- Develop the soil and propagate vegetables and flowers at two greenhouse locations (Pardee Greenhouse, under the auspices of the New Haven Park Department; and a new 10' x 14' greenhouse to be erected at Celentano School).
- Work on the behavioral objectives listed above.
- Sell the vegetable and flower plants at the annual school fair in May.

BUDGET

- Soil improvements (Pro-Mix) - $132
- Flats and other plant containers - $216
- Seeds - $30
- Starter houseplants - $35
- Fertilizer - $5

SPECIAL EQUIPMENT

- Greenhouse
- Gardening tools

OUTCOMES

"The greenhouse activities proved to be effective in stimulating the development of mature behaviors," says Jeffrey Webber. "Gardening kept the interest of our handicapped students because they were able to see the fruits of their labor."

COMMENTS

"We were only able to work at the Pardee Greenhouse this year. The new greenhouse at Celentano School arrived early enough, but funds were not available to have it assembled."

DRAGONS WITH LOW SELF-ESTEEM

GRANT RECIPIENT: Melanie Wolf
LEVEL: Primary
SUBJECT: Pull-Out Program (Resource Room)/Special Education
NUMBER OF STUDENTS SERVED/GRADE: 10/Grades K-4
SCHOOL: Helene Grant/185 Goffe Street/New Haven/787-8626
PROJECT DURATION: 8 to 10 weeks

PROJECT DESCRIPTION

Children suffering from low self-esteem feel better about themselves when they learn a few simple new thinking and coping skills. Ten special education students in grades K-4, **DRAGONS WITH LOW SELF-ESTEEM**, learn about choice, control, positive thinking and positive doing along with Pumsy, a lovable dragon who is featured in a special cognitive curriculum titled *Pumsy in Pursuit of Excellence*. After completing the 8 to 10-week program, the students celebrate their hard work with a party for parents, teachers, and friends.

ACTIVITIES

- Curriculum includes activity sheets, overhead transparencies, parent letters, songbook, storybook, posters to reinforce concepts taught, and stickers for rewards.
- Follow core curriculum for 8 to 10 weeks, 3 sessions per week.
- Plan and host party for parents, teachers, and friends (choose recipes, make shopping list, go to grocery store, cook and serve food).

BUDGET

- Books, core curriculum - $230
- Transportation for field trip to grocery store - $75
- Food and paper goods for party - $75

SPECIAL EQUIPMENT

- Overhead projector

OUTCOMES

"It worked!" says teacher Melanie Wolf. "I plan to use the program again, and to share it with all the regular education teachers in our building."

COMMENTS

"Thank goodness for grant awarders!"

Pumsy the Dragon, ©1987 Jill Anderson

PRIMARY

OPEN COURT READING AND LANGUAGE PROGRAM

GRANT RECIPIENT: Robin Barna, teacher
LEVEL: Primary
SUBJECT: Reading and Language Arts
NUMBER OF STUDENTS SERVED/GRADE: 22/Grade 3
SCHOOL: Prince/22 Gold Street/New Haven/787-8652
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Some children have great difficulty learning to read using the school system's regular basal reading program. When these children fall two years below grade level, many of them having repeated a year, an alternative approach to reading is clearly required. **The OPEN COURT READING AND LANGUAGE PROGRAM** relies heavily on sounding and blending words. It is an integrated approach to reading, language arts, and spelling that emphasizes writing, word games, and even handwriting. Students identified as needing an alternative are placed in Robin Barna's third grade in order to take advantage of **OPEN COURT**.

ACTIVITIES

- Review all consonant and vowel sounds and the different spellings these sounds have.
- Sound and blend words and put them together in sentences.
- Play word games and take dictation.
- Read fables and poems containing words already encountered.
- Write stories, and read many more.
- Write weekly compositions following the **OPEN COURT** composition cycle. Topics come from the stories read in class.

BUDGET

- Open Court workbooks, teacher's guides, and phonics kit - $500

SPECIAL EQUIPMENT

- Tape recorder

OUTCOMES

"I feel that the program has worked very well for the majority of the children in my class," says Ms. Barna. "Several have moved or have been placed in special classes, but the remaining students have already made a year's worth of progress in the seven months we've been using the program. We do plan to continue next year with either these students or with new ones coming into third grade who are having similar difficulties with reading."

COMMENTS

"The children have enjoyed **OPEN COURT** and are proud of their new-found reading skills. Their self-esteem has definitely improved."

Something That Goes Bump!

One day in the middle of the night I heard something go Bump! I got so scared I jumped right out of my bed and I went down stairs. It was my dog and he dropped a cup.

—Martin Padilla

Happy Year of the Horse

I was born in the year of the horse for the Chinese. I run like a horse and jump like a horse. I wish I had long hair like a horse. I like everything of the horse. I'd like to be a horse. The end!

—Nilda Mercado

It Took a Lot of Practice

One upon a time I was learning how to ride a bike and I had to really practice. I was at my grandfather's house. I had a bike and my father taught me how to ride it. I rode the bike all the way down the street and I rode it back.

—Reggie Walker

On the Way to School

In the morning I go out the door to school. I smell the fresh air. I can see the birds singing. I can hear the people's cars. My friend and I walk down the street together and we sing songs. We are never late, only one day. We walk in the door of school, and sometimes we see our teachers. We go right to the cafeteria and eat our breakfast.

—Charlisie Bland

BACK TO SCHOOL FOR PARENTS

GRANT RECIPIENT: Pearl Bauman, reading specialist
LEVEL: Primary
SUBJECT: Reading
NUMBER OF STUDENTS SERVED/GRADE: 45 Parents/Grades 1-4
SCHOOL: Barnard School/170 Derby Avenue/New Haven/787-8600
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Many parents want to help their children with reading and other homework, but lack basic skills themselves. A reading teacher, in **BACK TO SCHOOL FOR PARENTS**, helps solve this problem by inviting all parents of children in grades 1-4 to monthly workshops at the school. There, parents participate as students. They can reinforce their own skills while they are learning ways to help their children. Specific reading skills related to vowels, syllabication, and decoding are emphasized.

ACTIVITIES

- Flyers are sent home to let parents know about the workshops.
- Study materials are prepared for the parents.
- Daytime workshops on specific reading skills are held monthly.
- An evening "make it and take it" workshop is held. Parents take home simple games and study aids.

BUDGET

- Phonics workbooks - $300
- Comprehension workbooks - $140
- Art supplies and refreshments - $60

OUTCOMES

"I feel this program had a positive influence on the parents' attitude toward the school," says teacher Pearl Bauman. "They loved 'going back to school' and appreciated the help the workshops offered."

COMMENTS

"If parents express a desire for more workshops, this program will continue. I wouldn't make any changes."

A BOOK ABOUT ME

GRANT RECIPIENT: Elizabeth Chimes and Loretta Rubin, teachers
LEVEL: Primary
SUBJECT: Language arts, general
NUMBER OF STUDENTS SERVED/GRADE: 52/First Grade
SCHOOL: Edgewood Avenue/737 Edgewood Avenue/New Haven/787-8611
PROJECT DURATION: September - April

PROJECT DESCRIPTION

A BOOK ABOUT ME encourages first graders to develop communication skills. The children make a record of their lives through photographs, drawings, and stories. At the end of the year, each child's book is bound into an album to keep.

ACTIVITIES

- Children drew and photographed themselves and each other at school.
- Children took photographs of family members and their home.
- Children drew and wrote about special events in their lives.
- Children wrote stories about their pictures.
- Teachers compiled photos, pictures and stories into an album.
- Teachers and children bound books together.
- The class held a "Meet the Authors" party to display their books.

BUDGET

- Fisher-Price cameras - $200
- Film, developing, and flashcubes - $100.
- Binding materials were donated

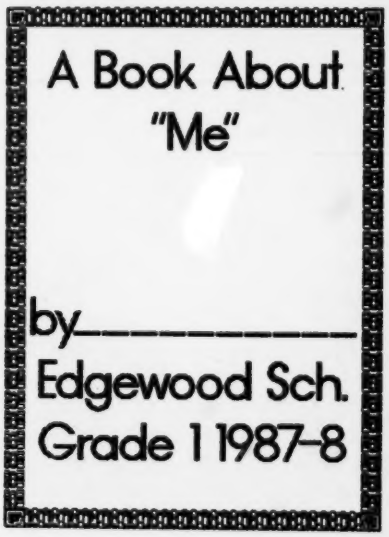
OUTCOMES

Teachers Elizabeth Chimes and Loretta Rubin report, "Through the opportunity to express themselves visually, children became more confident and independent writers. Feedback from parents and community was very positive. Children felt good about themselves as 'writers.' We will do a variation of this project next year."

COMMENTS

"We suggest the following changes to our original plan: First, we would start the project later in the school year. We would use cameras with automatic flashes, limiting photography to school activities. And last, we would have the books professionally bound."

"I wanted to take this opportunity to thank the Initiative for awarding this grant to Mrs. Chimes and me. We will now be able to purchase cameras for our students to use in illustrating their world. We are hoping that it will widen their opportunities to discuss and write about what they see. I must say that receiving this Grant for Excellence has added a lift to the start of this school year. Thank you for allowing us this opportunity to enrich our language program."



EXPANDING MATHEMATICS WITH UNIFIX CUBES

GRANT RECIPIENT: Jacqueline Chorney, teacher
LEVEL: Primary
SUBJECT: Mathematics
NUMBER OF STUDENTS SERVED/GRADE: 26/First Grade
SCHOOL: Hill-Central/140 DeWitt Street/New Haven/787-8680
PROJECT DURATION: September - June and in future years

PROJECT DESCRIPTION

First graders, many of them lacking both material possessions and intellectual stimulation at home, will be able to physically experience and explore number concepts thanks to **EXPANDING MATHEMATICS WITH UNIFIX CUBES**. Manipulative objects help children make sense of mathematical ideas. Each student will have a complete set of Unifix Cubes to work with during class demonstrations and during time set aside for individual and group experiments.

ACTIVITIES

- Unifix Cubes will be used in teacher-directed whole class presentations to help each student become actively involved in the lesson.
- Unifix Cubes will be used by individuals or small groups in the classroom learning center, providing concrete hands-on activities to meet specific needs and goals.
- The teacher will hold workshops for parents on the use of Unifix Cubes and other manipulative objects in the home.
- Other teachers will be invited to observe the use of Unifix Cubes in this classroom, and supervisors will be encouraged to obtain cubes for more primary grades in the city.

BUDGET

- Unifix Number Concepts Kit - $270
- Supplemental Materials (includes video demonstation tape) - $145
- Books - $60

SPECIAL EQUIPMENT

- VCR for video demonstration tape

OUTCOMES

"We have only just begun! " says teacher Jacqueline Chorney. "My class was really excited with the materials and activities presented. I was especially pleased by the many innovative ideas and discoveries made by individual children. The cubes certainly have helped me demonstrate concepts in a variety of ways to children who need that extra support. The audio-visual materials that I had planned to use as a basis for my adult workshops did not arrive on time. I intend to organize these materials over the summer, so I can start the new school year with an orientation workshop for the parents of next year's class."

COMMENTS

"The potential use of the Unifix Cube materials is limitless! I look forward to using them in various ways throughout my teaching career. Thank you!"

PROJECT ERICA: ENCOURAGE READING IN CONTENT AREAS

GRANT RECIPIENT: Alice Cortigiano, teacher
LEVEL: Primary
SUBJECT: Reading
NUMBER OF STUDENTS SERVED/GRADE: 75/Third Grade
SCHOOL: V.E. Mauro School/130 Orchard Street/New Haven/777-5969
PROJECT DURATION: September - June and future years

PROJECT DESCRIPTION

For **PROJECT ERICA**, science and social studies books were purchased for a classroom library to be shared on rotation by three third grade classes. The books cover topics such as magnetism, the seasons, our senses, animals, plants, weather, countries, holidays, famous Americans, etc. In planning the project, teacher Alice Cortigiano believed that children would enjoy reading factual books on subjects of interest and would therefore, by reading more during free time, improve their reading skills and comprehension.

ACTIVITIES

- The children read books independently.
- The children write sentences giving the main ideas of selections read.
- The children draw pictures relating to the material read.
- The children share information learned with fellow classmates.

BUDGET

- Books - $480

OUTCOMES

"Yes," says Ms. Cortigiano, "I feel the program helped encourage my students to read more since the material was at most children's independent reading level. This made reading more of an enjoyable activity rather than a chore. I plan to continue to incorporate independent reading in content areas into my future classes. One change I would make is to develop a method of monitoring books read by individuals during the year so I can see the correlation at the end of the year."

COMMENTS

"I am very grateful to the New Haven Initiative for Excellence in Education for enabling me to build a classroom library which my students need to develop their reading skills."

COOKING OUR WAY THROUGH THE ALPHABET

GRANT RECIPIENT: Betse Courtmanche, teacher
LEVEL: Primary
SUBJECT: Kindergarten
NUMBER OF STUDENTS SERVED/GRADE: 50/Kindergarten
SCHOOL: V. E. Mauro School/130 Orchard Street/New Haven/777-5960.
PROJECT DURATION: October - June

PROJECT DESCRIPTION

Kindergartners like to "do it myself." All 50 children in Betse Courtmanche's two kindergarten classes get a chance to cook and taste a different food each week for 26 weeks in **COOKING OUR WAY THROUGH THE ALPHABET**. At the same time, they are learning their letters, learning about recipes, measuring, and cooking techniques, and learning to work together in groups.

ACTIVITIES

- Applesauce
- Butter
- Cookies
- Donuts
- Eggs and English Muffins
- Fruit
- Graham Crackers
- Hot Dogs
- Ice Cream
- Jello
- Krispy Bars
- Letter Pretzels
- Muffins
- Noodles
- Oatmeal Cookies
- Popcorn and Peanut Butter
- Quackers
- Rocky Raisin Rolls
- Sundaes
- Toast
- Upside-down Cake
- Vegetables
- Watermelon
- X with Dough
- Yams
- Zucchini muffins

BUDGET

- Cooking equipment - $60
- Food and paper products - $164

SPECIAL EQUIPMENT

- Toaster oven, hot plate, and kitchen utensils

OUTCOMES

"Children learned a great deal more than letter sound and recognition," reports Ms. Courtmanche. "Math skills were used in measuring. Science also came into focus as the children observed changes taking place in the cooking process. Social skills (sharing, taking turns, etc.) were reinforced. Language skills came into play as we read recipes and followed directions."

COMMENTS

"Parents were most generous in donating food and equipment. Because of the positive outcomes, I would like to continue this project if funds are available."

David Ottenstein

WE OUGHT TO BE IN PICTURES

GRANT RECIPIENT: Betse Courtmanche, KARE kindergarten teacher
LEVEL: Primary
SUBJECT: Kindergarten, language
NUMBER OF STUDENTS SERVED/GRADE: 15/Kindergarten (KARE Program)
SCHOOL: V. E. Mauro/130 Orchard Street/New Haven/777-5960
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Even the quietest child lights up and describes what he sees in a photograph of himself, observed kindergarten teacher Betse Courtmanche when she requested a Polaroid camera and a year's supply of film for **WE OUGHT TO BE IN PICTURES**. Her project encourages the expressive use of language in young children whose verbal skills lag one to two years behind those of their peers. She takes instant photographs of her kindergartners as they go about their daily classroom activities and as they participate in special school events such as assemblies, field trips, and holiday celebrations. The resulting color prints help elicit conversation, both at the time they are taken and when they are encountered again in classroom photo albums.

ACTIVITIES

- Photograph children on a regular basis as they pursue all possible classroom activities.
- Discuss the photographs individually and in groups.
- Mount the photographs in one of many classroom albums.
- Write group stories about some of the photographs; put the pictures and stories in a Class Book in the reading corner.
- Use the Class Book and photo albums to remember and talk about the school year.

BUDGET

- Polaroid camera - $40
- Film throughout the school year - $360
- Photo albums - $25

OUTCOMES

"I think this project was well worth the expense," says Ms. Courtmanche. "It most definitely helped develop language skills in all children, even the most reticent. Our albums are a wonderful way to look back upon our first year in school."

COMMENTS

"I will continue to use the camera in the classroom in future years."

HANDS ON NATURAL SCIENCES IN THE PRIMARY CLASSROOM

GRANT RECIPIENT: Francis J. Degnan, teacher
LEVEL: Primary Itinerant TAG
SUBJECT: Science, TAG program
NUMBER OF STUDENTS SERVED/GRADE: 600/Grades K-3
SCHOOL: Five New Haven elementary schools/787-8997 (TAG Office)
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Live animals—turtles, snakes, rabbits, even a pet tarantula—visit 17 kindergartens and numerous first through third grade classrooms along with TAG teacher Francis Degnan. The children not only learn about the behavior and characteristics of animals through the chance to watch and touch, but they also begin to realize that animals need a lot of care. An underlying theme for **HANDS ON NATURAL SCIENCES IN THE PRIMARY CLASSROOM** is that we need to take care of animals, we need to take care of each other, and we need to take care of the natural environment.

ACTIVITIES

- Direct hands-on experience with animals.
- Songs, pantomime, and story-telling related to animals.
- Discussion of African and American animal myths.
- Writing stories about animals.
- Art projects and puppetry.
- Field trips to the West Rock Nature Center and the Peabody Museum.
- Extra projects for TAG students.

BUDGET

- Live animals and enclosures - $220
- Animal food - $50
- Books and records - $100
- Manipulatives - $100
- Film and developing - $30

SPECIAL EQUIPMENT

- School system to provide transportation for field trips

OUTCOMES

"I'm ecstatic," says Mr. Degnan. "There was a lot of marvelous science, first-hand seeing and touching. Experience with the animals led to creative thinking: a child might make an imaginary animal out of clay and then figure out how to take care of it. Some interesting philosophical discussions also arose out of puppet play: should animals wear clothes?"

COMMENTS

"Thank you for the opportunity to do something special, for that extra bit of support."

David Ottenstein

MASTERING MATHEMATICS

GRANT RECIPIENT: Ralph J. Esposito, math teacher (Chapter I)
LEVEL: Primary
SUBJECT: Mathematics
NUMBER OF STUDENTS SERVED/GRADE: 85/Grades 1-5
SCHOOL: Prince/Welch Annex/22 Gold Street/New Haven/787-8651
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Students who have trouble learning mathematical concepts in their regular classrooms are referred to special classes where the use of manipulative objects is emphasized. These students often find new success in **MASTERING MATHEMATICS** when they are able to work through the concepts physically, with their own hands.

ACTIVITIES

- Diagnostic tests are given to students in September to determine specific weaknesses in math. Those needing remedial work are selected for Chapter I services.
- Students in Chapter I are grouped according to specific instructional needs.
- A planned, sequential program is followed — using manipulatives — to meet deficiencies.

BUDGET

- Unifix cubes, Unifix extension kit, primer balance scale, trundle wheel, and referenced thermometers - $404

OUTCOMES

According to teacher Ralph Esposito, the students who participated in **MASTERING MATHEMATICS** had improved scores on a post-test given at the end of the school year.

COMMENTS

"More supplies are needed!"

HAPPY HOMEWORK KITS

GRANT RECIPIENT: Rita Lamb and Toni Morrotti, teachers
LEVEL: Primary
SUBJECT: Grades 1 and 3
NUMBER OF STUDENTS SERVED/GRADE: 50/Grades 1 and 3
SCHOOL: Quinnipiac School/460 Lexington Avenue/New Haven/787-8677
PROJECT DURATION: September - June

PROJECT DESCRIPTION

To build a positive link between home and school, two teachers put together **HAPPY HOMEWORK KITS** for their first and third grade classes. They filled zip-loc bags with all the materials needed for a series of related activities, such as playing games and making change with play coins. Children took the kits home in canvas tote bags, then returned them to school a few days later to exchange for a new kit.

ACTIVITIES

- Teachers create a variety of **HAPPY HOMEWORK KITS**, containing everything needed for the suggested activities, including crayons, glue, and other staple items.
- Parents are invited to an orientation meeting.
- Children sign out kits, use them at home for a few days, then return them to school.

BUDGET

- Educational materials including games, flash cards, manipulatives, puzzles, crayons, etc. - $475
- Canvas tote bags - $25

OUTCOMES

"The homework kits accomplished what we wanted," says teacher Toni Morrotti. "Parents became involved in their children's schoolwork in a positive way. Some parents thought the activities were too difficult, but after awhile the children were able to work independently at home. No one lost anything."

COMMENTS

"Thank you, New Haven Initiative. In all my years of teaching, I never had any extra money to spend. The children really benefited. We will use the materials again next year."

PROJECT PAPERWORKS

GRANT RECIPIENT: Carol Ann Luce, teacher
LEVEL: Primary Itinerant TAG
SUBJECT: Art, science
NUMBER OF STUDENTS SERVED/GRADE: 95/Grades 1-3
SCHOOL: Five New Haven elementary schools/787-8997 (TAG Office)
PROJECT DURATION: January - June

PROJECT DESCRIPTION

Papermaking is an arduous process, not to be undertaken by the harried or impatient. Children love it, adults are impressed by the results. An itinerant teacher in the talented and gifted program who enjoys long, messy projects carried the equipment from school to school so that 75 children in regular classrooms (grades 1-3) could each have a chance to make a sheet of paper. Twenty TAG students were able to spend extra time to make 4 - 6 sheets each, and to use their paper to make pop-up books embellished with sequins, stamped designs, and 3-dimensional pieces of their own old artwork. The TAG students also helped make the screens and other equipment used for papermaking.

ACTIVITIES

- Make paper.
- Use the paper to make books, or to receive printing and stamping designs.

BUDGET

- Tools, screening, wood - $302
- Blender, iron, buckets, sponges, markers - $120
- Bench vise - $18
- Felt, heavy thread, needles - $25
- Film and developing - $35

SPECIAL EQUIPMENT

- A source of water, the closer the better.

OUTCOMES

"Children, teachers, principals and parents were all thrilled with **PROJECT PAPERWORKS**," reports teacher Carol Ann Luce, "perhaps because paper isn't made by hand very often. I learned that it is back-breaking and time-consuming to make paper in a school setting, especially since I don't have a permanent classroom. Heavy buckets of water may have to be hauled some distance; it is quite messy. The whole project takes about half a day. You have to allow at least two hours once the equipment is set up. My first run-through at home took 7 hours. Four students is a good number to work with closely, preferably after school or with assistants. It's best to work in an empty classroom or art room and have students come out of their classes in small groups. If paper is made in a class of 25 students, it is essential that the majority of the class be occupied with something else while one or two children are working with the paper. I don't mean to discourage anyone from trying papermaking—I'm going to do it again myself next spring!"

COMMENTS

"Thank you for awarding me this grant!"

INCREASED SELF-AWARENESS THROUGH PUPPETRY

GRANT RECIPIENT: Geraldine Martin, teacher
LEVEL: Primary
SUBJECT: First Grade
NUMBER OF STUDENTS SERVED/GRADE: 22/First Grade
SCHOOL: L. W. Beecher School/100 Jewel Street/New Haven/787-8649
PROJECT DURATION: January - June

PROJECT DESCRIPTION

Puppets are a wonderful focus for young children: they can be funny, friendly, and a perfect foil for the tongue-tied. A class of first-graders, lucky to have a ventriloquist for a teacher, will make puppets, practice voices and dialogues on tape recorders, and produce a show for a school assembly. In the process, they will gain **INCREASED SELF-AWARENESS THROUGH PUPPETRY**, and will have the opportunity to develop many verbal and reading skills.

ACTIVITIES

- Make puppets out of paper bags and craft materials.
- Practice character voices and dialogues with tape recorders.
- Write stories about the puppets. Record the stories on the tape recorders.
- Listen to special purchased story tapes on the cassette players with headphones.
- Give a puppet assembly program to the whole school; invite parents.

BUDGET

- Tape recorders, headphones, and cabinet - $300
- Books and cassettes - $100
- Craft supplies for making puppets - $100

OUTCOMES

"Both my students and their parents have good feelings about their work with puppets," says teacher Geraldine Martin. "This in turn has helped to build an environment conducive for learning in the classroom. My next plan is to replicate the puppet project with my colleagues in the other two first grade classes."

COMMENTS

"Many children's academic work suffers because of behavior problems. I have observed that with the use of puppets, behavior problems diminish considerably because the children are captivated by the puppets."

Harry Harry.
He is blue.
He is a puppet.
He has a low voice.
He comes in a trash bag.
He is nice.
He is furry.
The End.
—Matthew

David Ottenstein

My puppet's name is Willie.
He is a happy puppet.
He is light brown.
He likes to read.
He likes to play.
—Michelle

My puppet's name is NoCow.
I love my puppet.
It is special for me.
The puppets play with my puppet.
My puppet likes her name.
—Latoya

HUMAN BODY UNIT

GRANT RECIPIENT: Susan S. Matican, teacher
LEVEL: Primary
SUBJECT: Science and nutrition
NUMBER OF STUDENTS SERVED/GRADE: 26/Grade 2
SCHOOL: Katherine A. Brennan/200 Wilmot Rd./New Haven/787-8640
PROJECT DURATION: January through June

PROJECT DESCRIPTION

The human body's need for nutritious food, sleep, and exercise is brought home to second graders when they learn in class how their own bodies work. Plastic models and oak tag display boards show the students the size, shape and location of their digestive, respiratory, circulatory and skeletal systems. A study of the four basic food groups helps the children understand which foods are healthful, and why, to complete the **HUMAN BODY UNIT**.

ACTIVITIES

- Teacher reads books to children in class to introduce each body system.
- Teacher places oak tag organs for each system on life-size body model boards. Children work with the tags and boards.
- Class watches videotape, Slim Goodbody: The Inside Story.
- Body systems are illustrated with commercially purchased models such as the Visible Man and Woman.
- Teacher introduces the four basic food groups through discussion and story books such as The Berenstain Bears: Too Much Junk Food.
- Children keep food logs categorizing the foods they eat for specific meals and snacks on a given day.
- Class plans sample meals using commercially bought "play food."
- Class plans and prepares a well-balanced breakfast and several nutritious snacks, for example, homemade peanut butter on celery sticks with raisins ("ants on a log") and fruit salad.

BUDGET

- Books - $120
- Models - $44
- Body boards/oak tag - $120
- Doctor kit - $12
- Videotape - $10
- Food - $71
- Play food - $12

SPECIAL EQUIPMENT

- Videocassette player.

OUTCOMES

Teacher Susan Matican remarks, "Although eating habits and patterns will not change overnight, it was exciting to see and hear the children becoming more aware of what they were eating and why. It was great to receive feedback from parents, especially with respect to the food records the children kept and the ensuing discussions between parents and their children about how to categorize particular foods."

COMMENTS

"The body systems could be covered in more depth and detail over the course of an entire year—I plan to do it that way next year."

HISTORICAL LOOK AT SCRANTON SCHOOL

GRANT RECIPIENT: Joyce M. Moore, teacher
LEVEL: Primary
SUBJECT: Social Studies, Talented and Gifted Program
NUMBER OF STUDENTS SERVED/GRADE: 2 TAG students + 300/Grades K-3
SCHOOL: V. E. Mauro School/130 Orchard Street/New Haven/777-5970
PROJECT DURATION: February - June

PROJECT DESCRIPTION

Two students in the talented and gifted program researched the history of the old Scranton School, once the neighborhood school for the present, modern-vintage V. E. Mauro School. They learned research skills by looking up old newspapers and books in libraries and archives, and by interviewing adults who were connected in some way with the old school. They compared the old building with the new, in terms of architecture, purpose, and population, and presented their findings in the form of a photocollage and a videotape for the school library.

ACTIVITIES

- See above.

BUDGET

- Audio cassette recorder and tapes - $80
- Camera, 35mm - $100
- Film and processing - $70
- Processing slides to video - $80
- Video tapes - $15
- Art and mounting supplies - $155

SPECIAL EQUIPMENT

- Video camera, video cassette player

OUTCOMES

The "new" Scranton School was renamed the V. E. Mauro School just two months after the TAG students began their **HISTORICAL LOOK AT SCRANTON SCHOOL.** They learned that Vinnie Mauro's family lived within walking distance of the Scranton School: in fact, he grew up next door to the house where their TAG teacher, Joyce Moore, lives now! When the students investigated the old Scranton School building, just across the Route 34 connector from the new Mauro School, it was being renovated inside for doctors' offices. They were able to talk to the construction supervisor about the original floor plans and to see the blueprints for the new construction. The researchers presented the fruits of their study to 300 fellow students and displayed their photocollage in the lobby of the Mauro School.

COMMENTS

Joyce Moore reports, "The children were terrific when they interviewed adults. They made up their questions in advance, and practiced interviewing techniques with each other, even using a video camera. Consequently, they were very comfortable talking with the adults—they felt like real reporters. It helped, of course, that the people they talked with were very responsive."

DISCOVERING NEW HAVEN'S WATERPLACES

GRANT RECIPIENT: Gwen Ocoma, teacher
LEVEL: Primary
SUBJECT: Kindergarten
NUMBER OF STUDENTS SERVED/GRADE: 24/Kindergarten
SCHOOL: Helene Grant School/185 Goffe Street/New Haven/787-8677
PROJECT DURATION: October - June

PROJECT DESCRIPTION

It is easy to live in New Haven and remain almost unaware of the city's waterfront setting. A kindergarten teacher introduces her class to many aspects of New Haven's marine environment—the Sound, the rivers, the bridges, the beach, the boats, the creatures of the sea—in the hope that an early appreciation of waterplaces will lead the children, as adults, to protect these limited resources. The water theme integrates the subjects and skills taught throughout the school year.

ACTIVITIES

October - January:
- Students will be introduced to children's literature involving water themes.
- An 8-foot New Haven sharpie will be built by a team of 6 Sound School (high school) students.

February - March:
- Students will begin making models of sharpies.
- Students will design and build their own model boats.
- Creative writing experiences will begin.
- Boat safety will be discussed.
- Park rangers will present their unit on "Boats of the New Haven Harbor."
- The Peabody Museum will conduct "A Walk on the Beach," a guided tour.

Mid-March - June: Outdoor field trips begin:
- North Front Street, Grand Avenue Bridge—to observe a moveable bridge, then to visit a marina and water-oriented "pocket" park.
- South Front Street, Quinnipiac River, New Haven Terminal—watch the oyster fleet, oil tanks and tankers, and visit a waterfront park.
- Schooner, Inc. visits the class with a Wet Lab/Ecology Program.
- East Shore Park Ranger Station—to study saltwater sealife.
- Lighthouse Park and Fort Hale Park—two trips to observe plant and animal life, and harbor activity.
- Liberty Belle—a guided tour around the harbor.
- Fish Market—to identify various fish.

BUDGET

- 8-foot plywood/epoxy New Haven sharpie - $130
- Lumber and fasteners for dock - $40
- Modeling supplies - $40
- Wet Lab/Ecology Program - $65
- "Walk on the Beach" tour - $45
- Guided tour of the New Haven harbor - $84
- Film and processing - $55

SPECIAL EQUIPMENT

- Transportation for field trips

OUTCOMES

"We made several visits to the Sound School while the sharpie was under construction," reports Gwen Ocoma. "It was really wonderful to have the high school kids show the little ones around. The children loved the field trips, and their parents were surprised to learn about waterplaces that they didn't know existed."

COMMENTS

"Next year (1988/89) I am continuing the water theme with an emphasis on biology, thanks to another grant from the Initiative."

David Ollendale

STORE AND BANK UNIT

GRANT RECIPIENT: Ann O'Connell, teacher
LEVEL: Primary
SUBJECT: First grade math
NUMBER OF STUDENTS SERVED/GRADE: 52/First Grade (2 classes)
SCHOOL: Martin Luther King School/580 Dixwell Avenue/New Haven/787-8666
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Children are introduced to the working economy—which includes work, payment for work, banking transactions, and purchases—through a year-long **STORE AND BANK UNIT**. Children earn five cents a day for assigned tasks related to the care and maintenance of the classroom. The tasks have no relation to either academic work or to behavior, other than the behavior associated with performing the task. Payment is neither given nor withheld as a reward or punishment, although no payment is made for days absent, regardless of the reason.

Each child receives a check every Friday, which is cashed at the class bank and either deposited (wholly or in part) into a savings account or spent at the class store. The store has a variety of items such as pencils, magic markers, writing pads, puzzles, books, small toys and games ranging in price from 5¢ to $2.00. The complete economy is a closed system: money can neither be brought in from home nor taken out of the classroom.

Parent volunteers run the class store on Fridays. Children use their math skills in figuring purchases and bank transactions. Other concepts introduced are interest rates for saving and borrowing; differentiating between wants and needs; and discounting, layaway, and credit as options of purchase.

BUDGET

- Assorted merchandise to stock class store (25¢ per child per week for 36 weeks) - $468

OUTCOMES

"I've used the store and bank unit for years—I couldn't teach without it," says Ann O'Connell. "Once they understand the system, children love it. Over the year, they learn what it means to save for something they really want. They also learn that a full paycheck—which they get for doing their tasks consistently every day—adds up faster than a partial paycheck. They learn a lot from each other."

COMMENTS

"I'm very grateful for the grant from the New Haven Initiative because in the past I have had to raise the money to stock the store. It takes a lot of energy and a lot of bake sales to raise $234 in a year! I also realize that I will have to start giving the children 10¢ a day fairly soon, because it is becoming difficult to find small items of any value or appeal for $2.00 and under. Ten years ago one can of playdough cost 25¢; now it is 59¢—more than two week's work for the children."

"I should also mention that it is important to keep good records when teaching with the bank and store system. There's a lot of paperwork, but I personally don't mind it. If records aren't accurate, and children are getting paid for work they don't do, then the whole system collapses. The children learn the wrong lessons. I saw that happen in some classrooms when I was teaching the program to other teachers for the Yale Child Study Center, and under those circumstances I think it's best not to do it at all."

THE WEST RIVER

GRANT RECIPIENT: Lisa Omark, teacher
LEVEL: Primary
SUBJECT: Science, social studies
NUMBER OF STUDENTS SERVED/GRADE: 23/Grade 4
SCHOOL: West Hills Follow Thru Magnet/311 Valley Street/New Haven/787-8613
PROJECT DURATION: January - June

PROJECT DESCRIPTION

Weekly visits to the nearby West River lead a fourth grade class at West Hills to study local geology; plant and animal life along the river; the riverside settlements of Native Americans, colonists, and modern people; and water pollution. Children use a microscope to look at small aquatic organisms and to investigate the effects of pollution on the food chain. Photographs, guest speakers, talks with local residents, experiments with sand and water, and scientific testing all help the students learn as much as they can about the history of the river, and of the effect of human population on the river.

ACTIVITIES

- See above.
- Children write stories imagining themselves as Native Americans or as colonists.
- Children make posters advocating "polution solutions" that they have developed.
- Children use cameras to document their discoveries at the river.
- The class also visits East Rock Park to tour the Mill River.

BUDGET

- Monocular microscope and slides - $225
- Cameras (2), film and processing - $210
- Resource books - $65

OUTCOMES

It happened that a flood control project was underway when the class started its visits to the West River. Engineers were on the site with heavy equipment, and were glad to talk to the children about the river, the changes they were making, and the equipment they were using. The class later used a stream table to recreate with sand and water what they saw, and what changes were taking place.

COMMENTS

"The children's enthusiasm was wonderful," says teacher Lisa Omark. "We went to the river at least once a week, and saw many different conditions. Sometimes the pollution was terrible. The class responded with posters illustrating their 'pollution solutions.'"

READING - A NOVEL APPROACH

GRANT RECIPIENT: Kathleen Parker, Curriculum/Staff Developer
LEVEL: Primary
SUBJECT: Reading
NUMBER OF STUDENTS SERVED/GRADE: 162/Grades 3, 4, and 5
SCHOOL: Hill Central/140 Dewitt Street/New Haven/787-8680
PROJECT DURATION: September - June

PROJECT DESCRIPTION

READING - A NOVEL APPROACH gives children in the third, fourth and fifth grades, in a school with an inadequate library and a neighborhood without a public library branch, a chance to discover and read novels that appeal to their age group. Each classroom is given six copies of each of three novels chosen by the teacher from a recommended list. Children in groups of five or six are then given "time out" from their basal readers to read one of the novels under the supervision of their teacher. Every child should have a chance to read all three novels during the school year. Also, to encourage independent reading, bus trips are taken to the main branch of the New Haven Public Library where children are helped in obtaining a library card.

ACTIVITIES

- Teachers select appropriate novels.
- Teachers work up comprehension questions and projects related to the books.
- Children read the novels in small groups.
- Teachers evaluate the children's progress.
- Classes visit the main branch of the New Haven Public Library.
- Teachers give children lists of recommended reading for summer.

BUDGET

- Books - $340

OUTCOMES

Kathleen Parker, the originator of this reading project, says, "It has been extremely difficult to get teachers to 'buy in' to the program, even though they had input. Two teachers have used the books to date and report that the students have loved them and are excited to read more by the same author. We even had one of the authors visit one of the classes—exciting! I plan to continue with **READING - A NOVEL APPROACH** by working even more closely with the teachers."

COMMENTS

"Change and innovation take time: research tells us, two or three years. I believe this program will catch on year by year, and I hope to be able to add one or two more titles to the classroom libraries next year. I think we're moving in the right direction."

CHICK HATCHING

GRANT RECIPIENT: Elaine C. Parsons, teacher
LEVEL: Primary
SUBJECT: First Grade
NUMBER OF STUDENTS SERVED/GRADE: 24/Grade 1 plus 375/Grades K-4
SCHOOL: Columbus School/255 Blatchley Avenue/New Haven/787-8620
PROJECT DURATION: One month (March)

PROJECT DESCRIPTION

First-graders study embryonic development and witness the "miracle of birth" by incubating eggs and hatching baby chicks in the classroom. One must assume that the children are taught the distinction between fertile and infertile eggs because at the same time that they are waiting for 27 fuzzy little creatures to emerge from their shells, the class boils, scrambles, and pulverizes dozens of eggs in a series of scientific and cooking experiments.

ACTIVITIES

- 27 eggs are incubated in the classroom, and the chicks are kept for a week or 10 days after they hatch.
- All the other classes in the school are invited to come observe the eggs and hatched chicks when the host class is out of the room for gym or other scheduled activities.
- Embryonic development is displayed on charts; children keep journals of the baby chicks' growth inside the eggs.
- On separate occasions during the incubation period, the class makes chicken soup with rice; a scrambled egg breakfast with bagels and juice; hard-boiled eggs for snack; eggnogs; and cornbread (it starts out as "chicken feed").
- The children learn to tell the difference between hard-boiled eggs and uncooked eggs in the shell.
- The class does experiments with egg whites and hot water.
- The class reads books related to chickens, eggs and corn.
- The baby chicks are given to a poultry farmer when they are 7 to 10 days old.

BUDGET

- Incubator and 2 dozen fertile eggs- $84
- Stove/oven - $140
- Double burner - $22
- Food and cooking utensils - $70
- Books and tapes- $29

SPECIAL EQUIPMENT

- Blender for eggnogs

OUTCOMES

23 chicks hatched on March 21st after 21 days of incubation at 96 degrees fahrenheit. Visitors to the chick-hatching classroom were asked to sign in under their egg preference: scrambled or hard-boiled. At Columbus School, scrambled eggs are the most popular by a margin of 3 to 1.

COMMENTS

"All the children were curious about every aspect of egg-hatching, and were concerned about the live chicks," reports teacher Elaine Parsons. "The children made sure the chicks were properly housed, kept warm, and that there was plenty of food and water. It was gratifying to witness so much caring."

PHOTO-JOURNALS

GRANT RECIPIENT: Lynn Pastore, teacher
LEVEL: Primary
SUBJECT: Kindergarten
NUMBER OF STUDENTS SERVED/GRADE: 23/Kindergarten
SCHOOL: West Hills/ 311 Valley Street/New Haven/787-8613
PROJECT DURATION: September-June

PROJECT DESCRIPTION

With **PHOTO-JOURNALS**, kindergarten children explore their own lives through photography. They take pictures of classmates, family members, their homes, and special places in their neighborhoods. Their photographs, collected in individual albums, stimulate conversation and creative writing.

ACTIVITIES

- All About Me : Children learn how to use the camera; photograph a classmate, special friends, and favorite things; and compare a baby picture of themselves with a current photo. (September/October)
- My Family: Children photograph family members, who are then invited into the classroom to share careers, special interests, or hobbies. (November/ December)
- My House: Children photograph their own houses and bedrooms. They dictate stories, and talk about the different types of houses in the city. (January/ February)
- My Neighborhood: Children photograph play areas, stores, and other points of interest in their neighborhoods. (March/ April)
- My School: Children photograph and write stories about the people who work in their school. (May/June)

BUDGET

- Two cameras with cases - $60.00
- Film and developing - $150.00
- Photo albums - $50.00

SPECIAL EQUIPMENT

- Two cameras with cases, photo albums for each child, film

OUTCOMES

"Through the **PHOTO-JOURNALS**, the children have had the opportunity to use their language skills to expand upon their photographs. Now, many of them are writing their own stories during our "Writing to Read" program," reports teacher Lynn Pastore.

This is my brother and my mom. My brother is Brandon. He's four. He goes to nursery school. He likes to play the piano. He likes to play with his remote-control car. Mommy teaches math. She cooks while we're playing with our cars. Sometimes she sews clothes. —Chandler

COMMENTS

" **PHOTO-JOURNALS** has been a success in my classroom—both parents and children have been enthusiastic! The project has also helped the children develop a positive self-image and they are proud of their accomplishments. I would like to continue **PHOTO-JOURNALS** next year."

This is my dog Kizzy. She looks like a boy but she's not. I pet her lots of times. Me and my brother put her food in a container and then she eats it. We let her go outside in the night time. She plays. Once she killed a squirrel and she ate it.
—Eric

WE THE PEOPLE: A STUDY OF THE CONSTITUTION

GRANT RECIPIENT: Marsha Perlmutter, teacher
LEVEL: Primary
SUBJECT: Social studies
NUMBER OF STUDENTS SERVED/GRADE: 22/Grade 4
SCHOOL: West Hills Follow-Through/311 Valley Street/New Haven/787-8613
PROJECT DURATION: October - February (5 months)

PROJECT DESCRIPTION

To celebrate the Bicentennial of the United States Constitution in September 1987, a fourth grade class at West Hills embarked on a five-month study of the Constitution and the post-revolutionary period in American history. With the help of a parent volunteer, Sara Trachten, who is a professional filmmaker and a leader in New Haven's Bicentennial observances, the class gathered appropriate visual materials from the state libraries of the original 13 colonies, wrote a script, and produced a 15-minute videotape on the history of the U.S. Constitution.

ACTIVITIES

- Discuss life without rules.
- Research events leading to the writing of the U. S. Constitution.
- Research and report on the advantages and disadvantages of a strong federal government vs. states' rights.
- Celebrate Ben Franklin Week (or Two!)—everything in the class relates to the work and life of Ben Franklin: social studies, science, language, math, art, literature and creative writing.
- Produce a musical skit about the Constitution.
- Study the Constitution and its provisions.
- Study the Bill of Rights.
- Gather visual material related to the drafting and signing of the Constitution.
- Work with Mrs. Trachten to write a script, film the visual materials, and edit a 15-minute videotape on the class study of the Constitution.

BUDGET

- Books - $250
- Film and supplies for videotaping - $250

SPECIAL EQUIPMENT

- Videocassette recorder and camera
- Equipment for developing and editing videotapes

OUTCOMES

"This unit worked well and the videotape will continue to be used, as will the classroom library," says teacher Marsha Perlmutter. "The class had a wonderful time—we had a birthday party for the Constitution to launch our study and another party for parents, at night, to see our completed videotape. The children loved Benjamin Franklin Week in which everything related to Ben Franklin. They also enjoyed putting on a play for the school."

COMMENTS

"An outgrowth of our Constitution study was a study of the American Colonies. Instead of writing reports, each child researched a colony and had a pen-pal in our class who represented another colony. In their letters to each other, they had to answer questions about their colony. Once the information was received, it was placed on a wall-sized chart in our room, and then shared by the entire class."

HISTORY OF NEW HAVEN

GRANT RECIPIENT: Lee Ryan, teacher
LEVEL: Primary
SUBJECT: Social studies, general
NUMBER OF STUDENTS SERVED/GRADE: 25/Grade 2
SCHOOL: Helene Grant School/185 Goffe Street/New Haven/787-8626
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Lee Ryan's second-graders study the **HISTORY OF NEW HAVEN** throughout the school year. Most of their excursions to local places of interest are accomplished without cost (see activities below), but two special trips are only possible with outside funds. Day-long visits to Mystic Seaport and Sturbridge Village give the children a vivid sense of what life might have been like centuries ago in both agricultural and seaport communities near New Haven.

ACTIVITIES

- September: trip to New Haven Green, study of three churches, architectural study of historical buildings.
- October: trip to Long Wharf Harbor, study of oyster industry, marine commerce and foreign trade.
- November: New Haven Historical Society, study of New Haven's 9 squares.
- December: Yale University, artifacts.
- January/February: Guest speakers, classroom projects.
- March: Grove Street cemetery, rubbings from historic gravestones.
- April: Pardee Morris House, all aspects of colonial living.
- May: Mystic Seaport Village, 17th century community gaining its livelihood from the sea.
- June: Sturbridge Village, a day in the life of a farmer.

BUDGET

- Transportation and admission fees to Sturbridge Village and Mystic Seaport - $500

OUTCOMES

"The trips to Mystic and Sturbridge were fantastic," says Lee Ryan. "The children made cloth covered books of drawings and writings about the life of a farmer and the activities they observed at the seaport. They also made large murals and stories that were displayed at New Haven's 350th Birthday Celebration and, unfortunately, never returned."

COMMENTS

"I would love to have the same group of children for two years so that I could go even further with this material. There is so much history available locally to bring back into the classroom. We had some wonderful speakers: at the Historical Society, someone talked with us about what a person going to sea for three years might have packed in his sea chest. We could then look at the actual chest. That made a big impression!"

READING THROUGH LITERATURE

GRANT RECIPIENT: Denise Saldana, staff developer
LEVEL: Primary
SUBJECT: Reading and writing
NUMBER OF STUDENTS SERVED/GRADE: 75/First Grade
SCHOOL: West Hills Follow Through Magnet/311 Valley Street/New Haven/787-8613
PROJECT DURATION: September - June

PROJECT DESCRIPTION

A classroom library of good children's literature can ignite the spark of creativity for first-graders just learning to read and write. Skills learned with the regular basal reading series are practiced as each child reads two of the literature books (selected for varying reading levels) each month. The children also write every day, often on topics suggested by their reading. A booklet of each child's writing is displayed at the end of the year at the Foundry Bookstore (the owner, Henry Berliner, is a parent in the school and has helped with the **READING THROUGH LITERATURE** project).

ACTIVITIES

- Students read two different books each month.
- Students have the opportunity to write every day.
- The children's writing is displayed at the school and at the Foundry Bookstore at the end of the year.

From How Dinosaurs Lived by Jesse Otis Ruffin, Grade 1

BUDGET

- Hard-bound books - $350

OUTCOMES

Denise Saldana remarks, "After three months, the project has proven very successful. In fact, we have written a grant to a different foundation in order to build classroom libraries of literature for every class in the school."

GETTING TO KNOW IT (COMPUTER)

GRANT RECIPIENT: Arthur Solis, teacher
LEVEL: Primary
SUBJECT: Computers
NUMBER OF STUDENTS SERVED/GRADE: 35/Grades 3, 4 and 5
SCHOOL: Truman School
PROJECT DURATION: September - June

PROJECT DESCRIPTION

As part of the daily curriculum, Arthur Solis teaches the 21 students in his 5th-grade class how to operate a computer and how to do simple programming with BASIC. He also invites interested students from other third, fourth and fifth grade classes to work on the computers during his free period and after school on Tuesdays and Thursdays. While he managed to gather six computers into his classroom on his own initiative, his $500 grant made it possible for two experts in telecommunications to speak to the children about how computers are used in the world of technology. With the grant, he was also able to take the group to the Computer Museum in Boston and to supply his classroom with blank diskettes, books on programming, and software.

ACTIVITIES

- Lessons on operating and programming personal computers.
- Occasional use of computer games as a reward for basic programming work.
- Guest talks on the importance of computers by experts in telecommunications.
- After school sessions on the computers for interested students twice a week.
- Field trip to the Computer Museum in Boston.

BUDGET

- Honorariums - $150
- Books and software - $174
- Transportation - $154 (total cost actually $550)
- Diskettes - $22
- Expenses beyond the $500 grant amount were paid with donations from other sources — Southern New England Telephone Co., and individuals.

SPECIAL EQUIPMENT

- Three IBM personal computers and one Apple computer are permanent residents in Mr. Solis' classroom; another two Apple computers were made available on loan for the school year.

OUTCOMES

The results are very positive, reports Mr. Solis. A year later, 80 to 85% of the fifth-graders who worked with him on computers are now in the computer club at Roberto Clemente Middle School. Mr. Solis is still continuing with the basic program: in-class instruction plus afterschool sessions twice a week. He hopes to involve younger children so that they can have the benefit of working with him for several years.

COMMENTS

"This project helped me develop a program for teaching with computers."

PACT: PARENTS AND CHILDREN TOGETHER

GRANT RECIPIENT: Bernadette Strode, teacher
LEVEL: Primary
SUBJECT: Human sexuality
NUMBER OF STUDENTS SERVED/GRADE: 150/Grades 4 and 5
SCHOOL: Hill Central
PROJECT DURATION: 6 weeks

PROJECT DESCRIPTION

Many parents are uncomfortable with the idea of talking to their children about sex. Some feel awkward; others sense they lack specific knowledge. Yet the high incidence of teenage pregnancy in some New Haven neighborhoods underlines the importance of sex education, education that is especially beneficial when it occurs at an early age within the family. To help parents of fourth and fifth graders at Hill Central talk about sex with their children, a series of evening workshops—**PARENTS AND CHILDREN TOGETHER**—was organized using a professional sex educator, Mickey Kavanagh.

ACTIVITIES

- Interested parents attend a two-hour workshop once a week for six weeks.
- Parents are trained by Ms. Kavanagh to be able to talk openly and comfortably with their children about feelings and emotions, and to understand positive ways of dealing with them.
- Parents are introduced to the same course on Human Sexuality that is presented to their children in school.
- Lectures, films, panel discussions, small group discussions and dramatizations are also used in the parent workshops.
- Students are taught in school by the same sex educator, Ms. Kavanagh, to understand the meaning of adolescence and the responsibilities that come with sexual growth and development.
- Students are instructed in the facts of human sexuality.
- Participating parents and their children attend at least one evening workshop together.

BUDGET

- Fee for professional trainer - $240
- Books - $200
- Photocopying and bulletins - $60

OUTCOMES

"Ten parents came to the first workshop," reports Bernadette Strode, the fifth-grade teacher who organized **PARENTS AND CHILDREN TOGETHER**. "But more came each week until we had 38 regulars. We got into every topic—we didn't hold anything back. The parents allowed it and got right into the discussion. I noticed that many were reluctant to use sexual terms or to refer to specific body parts, but as we went on, they got used to it. With the children, we got into what it means to have a baby. I think I saw a change in attitude in some students—in two girls especially who might otherwise have been rather casual about the consequences of sex. On the evening when the parents and children met together, we asked parent/child pairs to talk about an assigned topic; whoever felt ready could begin. In 9 cases out of 10, the children spoke first! It seems to be harder for parents to talk about sex, and the workshops helped enormously. The parents asked for more."

COMMENTS

"I wish we had videotaped the workshop sessions!"

A STUDY OF WATER

GRANT RECIPIENT: Sara Miller Trachten, parent volunteer
LEVEL: Primary
SUBJECT: Science, Social Studies
NUMBER OF STUDENTS SERVED/GRADE: 25/3rd Grade
SCHOOL: West Hills Follow Through Magnet/311 Valley Street/New Haven/787-8613
PROJECT DURATION: One year, but could be done on a shorter schedule.

PROJECT DESCRIPTION

A STUDY OF WATER gave third grade students the chance to learn about both fresh water and salt water through direct field experience. In the autumn, students were taken on a marine ecology study of Hammonasset State Park. In the spring, they went to the Kellogg Environmental Center at Osborndale State Park for a study of pond ecology. Lecturers visited the classroom before and after each field trip to enlarge upon the material from other viewpoints—science, social studies, etc.

ACTIVITIES

- Students hear a lecture on marine ecology and then visit Hammonasset Beach.
- Students make sand paintings and collages from materials collected at the seashore.
- A professor from the Southern Connecticut State University Earth Science Department gives a lecture and leads a discussion on ocean currents.
- Students hear a lecture on pond ecology and then visit the Kellogg Environmental Center.
- Students work on various art projects related to fresh water ecology.
- A professor from the SCSU Geography Department gives a lecture and leads a discussion on "The River and the Growth of Civilization."

BUDGET

- Transportation and fees for field trips - $325
- Books and maps - $112
- Blank videotapes - $60S

SPECIAL EQUIPMENT

- No special equipment was needed, though a parent videotaped both the field trips and the lectures. The tapes are now a permanent resource in the school library. (VCR and VCR camera.)

OUTCOMES

"The students really enjoyed the two field trips," reports parent Sara Miller Trachten. "We hope to be able to take future classes, but if we cannot, we do have the videotapes and can make use of the information on them."

West Hills third-graders explore the marine ecology of Hammonasset State Park.

THE WEATHER STATION

GRANT RECIPIENT: Sara Miller Trachten, parent volunteer
LEVEL: Primary
SUBJECT: Science
NUMBER OF STUDENTS SERVED/GRADE: 200/Grades 3, 4, and 5
SCHOOL: West Hills Follow Through Magnet/311 Valley Street/New Haven/787-8613
PROJECT DURATION: 5 weeks per classroom

PROJECT DESCRIPTION

A few weather instruments, some reference books, and weather diaries are all it takes to set up a portable **WEATHER STATION** that can be shared by several elementary school classrooms. Children use the instruments—a thermometer, barometer, weathervane or wind sock, compass, rain gauge, and cloud chart—to accurately observe, describe, and even predict the weather each school day for five weeks. Information is recorded in individual weather diaries which can be kept for comparisons in future years. A field trip to Talcott Mountain Science Center in Avon, home of the largest weather radar unit in Connecticut, gives students a first-hand understanding of how we get large-scale weather information and forecasts.

ACTIVITIES

- Class lectures by teacher or parent volunteer.
- Students are taught how to use weather instruments.
- Students conduct an experiment on evaporation and condensation.
- Students make a rain gauge and barometer.
- Students record weather daily, including cloud formations by name. Temperature is recorded on graphs.
- Field trip to Talcott Mountain Science Center in Avon.

BUDGET

- Weather instruments - $75
- Books for weather station library - $176
- Field trip - $233
- Weather diaries - $16

SPECIAL EQUIPMENT

- Thermometer, barometer, and cloud chart

OUTCOMES

According to Sara Miller Trachten, the parent volunteer who created **THE WEATHER STATION**, the project was "a wonderful success—we turned our students into amateur weather forecasters! The success came when the students learned to record for themselves. I designed a specific lecture to go with each week of weather forecasting and this made 'weather' an even more concrete concept for the children."

COMMENTS

Ms. Trachten developed the idea for **THE WEATHER STATION** when she noticed that weather is part of the science curriculum for grades 3-5, but is covered in only one brief chapter of the science book. "There are many hands-on experiments relating to weather that require very little money. Originally, my grant was to put together a weather station that teachers in grades 3, 4, and 5 would use. The staff developer talked me into volunteering my time to teach weather in the classrooms designated for the project. It turned out to be 40 hours total! I'm glad I did it, but I think it will have to be turned over to the classroom teachers in future years."

PETS AND PALS

GRANT RECIPIENT: Johanna Wilson, teacher, and Carol Anne de Pue, curriculum developer
LEVEL: Primary
SUBJECT: First and Fourth Grades
NUMBER OF STUDENTS SERVED/GRADE: 52/Grades 1 and 4
SCHOOL: Clinton Avenue School/293 Clinton Avenue/New Haven/787-8617
PROJECT DURATION: January - June

PROJECT DESCRIPTION

A snake, guinea pig, hamster, gerbils, white rats, turtle, and goldfish are introduced one at a time into a first grade classroom. A fourth grade class visits regularly to share in the care of the animals and to participate in animal-related activities. Each first grader is paired with a fourth grade "pal," who acts as a working partner and role model. **PETS AND PALS** is intended to encourage a sense of caring toward all living things, to help students in their social and emotional growth by giving them the chance to develop relationships with animals and with other children, and to give a focus to all subject areas in the curriculum.

ACTIVITIES

- Reading about animals.
- Drawing pictures and writing stories about animals.
- Observing and recording animal behavior and habits.
- Charting and graphing animal eating habits, sizes, etc.
- Modeling animals in clay.

BUDGET

- Animals - $50
- Aquarium cages and wire lids - $50
- Turtle bowl and goldfish bowl - $15
- Dishes, water bottles and wood chips - $25
- Animal food - $35

OUTCOMES

"**PETS AND PALS** proved extremely valuable to both the first and fourth grades," reports teacher Johanna Wilson. "Working together with the animals brought out good behavior in the children. They watched baby rats being born several times, and were very protective of the babies. They wouldn't allow any loud noises or cage tapping when the babies were new and delicate. They also put on programs, sang songs, made booklets, and really developed some friendships."

COMMENTS

"Our biggest problem was space. As we introduced more and more animals, table space became very tight. It would help to have a larger classroom, or perhaps a separate room for the animals."

DEVELOPMENTAL MATH: A HANDS-ON APPROACH

GRANT RECIPIENT: Nina M. Wolfson, teacher
LEVEL: Primary
SUBJECT: Mathematics
NUMBER OF STUDENTS SERVED/GRADE: 20/First Grade
SCHOOL: Katharine A. Brennan School/200 Wilmot Road/New Haven/787-8640
PROJECT DURATION: September - June

PROJECT DESCRIPTION

The National Council of Teachers of Mathematics recommends that "problem solving be the focus of school math in the 1980's and that basic skills in math should be defined to encompass more than computational facility." A first grade teacher responded to this advice by collecting a smorgasbord of manipulative math materials for her class. With these materials, she is able to involve the children actively in solving problems and understanding mathematical concepts, her goal for **DEVELOPMENTAL MATHEMATICS: A HANDS-ON APPROACH.**

ACTIVITIES

- Computational skills are presented in a problem-solving context. For example, in learning addition and subtraction facts, children might explore all possible combinations for a sum using concrete materials — and then make drawings as a record.

BUDGET

- Pattern blocks, multi-links, Invicta Math Balance, color tiles, attribute games and problems, Lots-a-Links, and Cuisenaire rods - $500

OUTCOMES

Teacher Nina Wolfson reports, "Most of the children mastered first grade skills and were able to demonstrate problem solving in situations new to them. By actively involving groups of children in their own problem solving, their mathematical performance was raised to a higher level. Also, children were encouraged to think and reason independently. There was a lot of carry-over into other areas, such as reading and writing.

COMMENTS

"I plan to continue this program, and will modify and enhance it as I go along."

EXPANDING A CHILD'S WORLD: LEARNING TO SEE AND CREATE

GRANT RECIPIENT: Carol A. Wong, teacher
LEVEL: Primary
SUBJECT: Art, talented and gifted program
NUMBER OF STUDENTS SERVED/GRADE: 60/Grades 1-3 (TAG)/plus 1,000 Grades K-3
SCHOOL: Five elementary schools, TAG program/787-8997(TAG Office)
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Just looking at paintings, drawings and sculpture can give a young child an exciting sense of what is possible, a creative "well" from which to draw his or her own ideas. But as a traveling art teacher for five elementary schools and for the talented and gifted program, Carol Wong realized that very few of her students had any exposure to the world of art. **EXPANDING A CHILD'S WORLD** encourages aesthetic awareness and appreciation through the use of fine art slides, poster reproductions of paintings, and creative hands-on activities. It gives children a chance to explore their own creativity, and to exercise their talents and intelligence in new ways.

ACTIVITIES

- Explore the formal elements of the visual arts—line, shape and color—by looking at art slides and posters, and by doing art projects with concrete materials.
- Look at art from the point of view of the artist—why were certain choices made, how did the artist's culture and time shape his or her art?
- Art projects might include rubbings, tissue paper transparencies, color mixing with layers of colored cellophane, pointillist color mixing with Q-tips, and playing with lines and grids.
- Field trips to the Yale Art Gallery.

BUDGET

- The SPECTRA Program (fine art slides) for Grades 1-4 - $418
- Art posters (Kandinsky, Picasso, Monet, Seurat, Van Gogh, etc.) - $82

SPECIAL EQUIPMENT

- Slide projector
- Frames for posters (Ms. Wong has access to a frame shop and supplies)
- Art supplies

OUTCOMES

"Yes," says Ms. Wong, "I did notice a greater involvement in creative art projects after the sessions with the slides and posters. I also find that art is a wonderful, and different, way to get information about children. For example, a very quiet, inward child might not appear to be exceptionally talented in the regular classroom environment. But in art, this child might do an extraordinary drawing or design that exhibits intense concentration, imagination, and complexity. This did in fact occur: I have recommended a boy for the talented and gifted program on the basis of his artwork. His teacher was amazed at the designs he made. Without art, this boy could have been easily overlooked."

COMMENTS

"I found that the posters were easier to work with in the classroom than were the slides. I have been able to loan out my materials to interested teachers, so they have been well used. In fact, I am using them again myself this year."

SCIENTIFIC INVENTIONS THROUGH LEGO

GRANT RECIPIENT: Carol Wong, TAG Teacher
LEVEL: Primary
SUBJECT: Physical Science, Talented and Gifted Program
NUMBER OF STUDENTS SERVED/GRADE: 100/Grades 1-3
SCHOOL: TAG K-3 c/o Rhoda Spear/414 Chapel Street/New Haven/787-8997
PROJECT DURATION: Once a week for 8 weeks.

PROJECT DESCRIPTION

In the spring of 1987, a group of third-graders in the TAG program (Talented and Gifted) visited the Connecticut Science Museum where they experimented with Lego Technic sets. Using simple mechanical principles and the components of the Lego sets, the children built a little car that could travel up an incline under its own power. The thrill of hands-on scientific discovery experienced by those third-graders now comes to 100 TAG students in grades 1-3 with the purchase of 12 Lego Technic sets for **SCIENTIFIC INVENTIONS THROUGH LEGO**.

ACTIVITIES

- Introduce Lego Technic I Kit; allow children to experiment freely.
- Discuss simple machines and the lever, with everyday objects as examples. Discuss transfer of energy, and force/effort ratios. Build a lever with the Lego kits.
- Discuss friction and centrifugal force. Build objects following Lego visual cards.
- Discuss wheels and axles; build with Lego.
- Discuss the inclined plane; build with Lego.
- Discuss gears in everyday objects; build with Lego.
- Discuss pulley systems; build with Lego.
- Build and modify a moving car to race up an inclined plane under its own power.

BUDGET

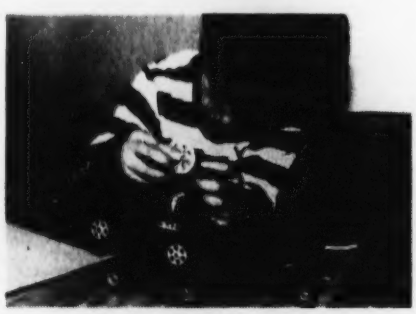
- Lego Technic I Kits and Guide Books - $460
- Pulleys and ropes - $10
- Film and processing - $40

SPECIAL EQUIPMENT

- Everyday objects to demonstrate simple machines (screwdriver, can opener, wrench, hammer, etc.), camera, video camera desirable for race

OUTCOMES

Carol Wong reports, " Lego was a new material for many of my students. They were fascinated by their own discoveries. I was able to observe learning strengths and needs as the students solved problems non-verbally through trial and error or logical sequence—this rounded out my knowledge of each individual."



COMMENTS

"There wasn't time to draw the Lego inventions on paper and, except for mature third-graders, the students weren't interested in doing so. We could not keep the Lego objects intact because I travel to five schools each week. Next year, I will set aside more time for students to experiment with inventions of their own."

LEARNING IS A FAMILY AFFAIR

GRANT RECIPIENT: Sarah Zimmerman, Chapter 1 Reading Teacher
LEVEL: Primary
SUBJECT: Reading/Math/General
NUMBER OF STUDENTS SERVED/GRADE: 400/Grades K-5
SCHOOL: Truman/114 Truman Street/New Haven/787-8607
PROJECT DURATION: September - June

PROJECT DESCRIPTION

A "lending library" of educational games was created for the use of all parents at Truman Elementary School through the project **LEARNING IS A FAMILY AFFAIR**. Parents were encouraged to visit the school weekly on Friday afternoons to exchange games and activities, and to talk about their children's progress. Two "Helpful Hints" workshops were held to show parents how to make simple puzzles and games, and to discuss other learning opportunities at home.

ACTIVITIES

- Parents met for "Helpful Hints" workshops.
- Parents were urged to visit the school to borrow games.
- Parent volunteers helped during the weekly game exchange.

BUDGET

- Educational games such as Scrabble, Monopoly, Lotto, Boggle, etc. - $425
- Materials for making homemade games - $75

OUTCOMES

Sarah Zimmerman reports that the parents who participated were very pleased and welcomed the opportunity to borrow games for their children. Ms. Zimmerman also appeared on Storer Cable Channel 33 "This is Your Community" to talk about parenting skills and to show games.

COMMENTS

"Some parents experienced difficulty returning games so that they could be used again. Even though we were 'fine free' in terms of breakage or loss, some parents were very reluctant to come back especially if materials in their possession had been damaged. . . We need lots more encouragement and parenting skills."

Parent Hints from Mrs. Zimmerman
Mom to Mom . . .

Young children learn best through play.

Game time should be happy and stress-free.

Keep the activity short and interesting.

Stop before your child gets tired.

Buying crayons for a young child? Find the "jumbo" variety. They don't break as easily and are easier for a young child to hold.

Buying "magic markers"? Make sure they are washable and non-toxic. Do not use the permanent type.

MIDDLE

COMMUNITY INFORMATION/RESEARCH SKILLS

GRANT RECIPIENT: Linn Bayne, librarian/media specialist
LEVEL: Middle
SUBJECT: Library skills, community awareness
NUMBER OF STUDENTS SERVED/GRADE: 120/8th Grade
SCHOOL: Betsy Ross Arts Magnet/185 Barnes Avenue/New Haven/787-8906
PROJECT DURATION: From May 1988 into the future

PROJECT DESCRIPTION

Students in inner-city schools need to be "community" smart. They need to know how to find information on health, education, and employment. They need to know which agencies can help them solve their problems or achieve their goals. On this premise, brochures and other information published by New Haven community organizations have been gathered in the library at the Betsy Ross Arts Magnet School as part of the project **COMMUNITY INFORMATION/RESEARCH SKILLS**. Students will learn to use these catalogued materials plus other reference works such as the Reader's Guide to Periodical Literature to obtain information for personal as well as academic purposes.

ACTIVITIES

- Local agencies sent brochures, pamphlets, and other information to the library in response to written requests.
- Library display materials were ordered, received, and set up in the library.
- The instructional program will begin in the fall of 1988.

BUDGET

- Media display racks and plastic containers - $227
- Survival Skills Kit - $90
- Reader's Guide to Periodical Literature - $120

SPECIAL EQUIPMENT

- Media display rack and plastic containers are essential, says Librarian Linn Bayne.

OUTCOMES

The instructional phase of this project has not yet begun. The Survival Skills Kit and Reader's Guide are expected to become valuable teaching tools.

Volunteer Mrs. John Hiller is setting up the Community Information display in the Betsy Ross library.

SCHOOL NEWSPAPER

GRANT RECIPIENT: Joan Bombassei, teacher
LEVEL: Middle
SUBJECT: Newspaper Production
NUMBER OF STUDENTS SERVED/GRADE: 25/Grades 5-8
SCHOOL: Fair Haven Middle School/164 Grand Avenue/New Haven/787-8430
PROJECT DURATION: September - June

PROJECT DESCRIPTION

The purchase of two "mini" word processors makes it possible for a class of middle school students to write, type, illustrate, and paste up a **SCHOOL NEWSPAPER** under the supervision of an English teacher, Joan Bombassei. The students, a mixed group from the fifth through eighth grades, learn about journalism as a career and gain a sense of accomplishment when they produce three six or eight-page issues of the *Fair Haven Update* during the school year.

ACTIVITIES

- Students gather news, through interviews, about peers, faculty members, other personnel, and special events at the school.
- Students write stories from the gathered information.
- Stories are typed on the Panasonic 365, which justifies columns.
- Stories and student illustrations are pasted up in an aesthetically pleasing format.
- Xerox-reproduced pages are collated, bound, and delivered throughout the school.

BUDGET

- Two Panasonic 365 mini-word-processors - $500.

SPECIAL EQUIPMENT

- Word processors with the ability to justify columns.

OUTCOMES

"Our newspaper staff did a splendid job of gathering facts and organizing this information into interesting stories," reports Ms. Bombassei. "Students were excited to learn the graphics of newspaper production and were delighted to do the set-up on the machines."

Mask Man

by Billy Juliano, Staff Reporter

On January 26, we saw a mask show. It was a spectacular show performed by a man named Larry Hunt. This man used full masks, half masks, and other types; his performance was wonderful.

He used many masks: some were animals, some were people, and one was a neutral mask which is no one person, no race, creed, or color. It is neither male nor female. He called this an "androgynous mask." The audience roared when he picked up Luis Santana and fought him in the front of the auditorium. Luis stumbled back to his seat while the mask man called his own mother and blamed Luis for the whole thing.

To make the day complete, Kinya Murray and Tom Edmond were brought to the stage and tried on masks. Kinya played an outgoing type, while Tom Edmond was the bashful, shy type. This was a great performance on the part of Luis Santana, Kinya Murray, and Tom Edmond.

The show was a wonderful experience; Larry Hunt was a delight, and we'd like to see this show again.

Dear Eric

Dear Eric,
I am very skinny. I can't get any girl friends and my father hates me. What should I do?
Depressed

Dear Depressed,
I think you should lift weights and eat a lot of carbohydrates like bread, pasta, and potatoes. Don't eat too much.
Now as for the trouble with girls, I think you should go up to a girl and ask her out. You might be surprised at the answer; she might say yes.
Why don't you talk to your father? Ask him how his day at work was. Even though he acts like he hates you, he loves you because you are his son.
from Eric
P.S. I would like to thank Dawn Pfluger for helping me with this difficult problem.

DANCING 'TIL DAWN

by Rhonda Ellis

Fair Haven Middle gave a dance for 7th and 8th grade students which went from 7:30 to 9:30 in November. The students really enjoyed themselves. They were dancing with the D.J.'s. At the end of the dance, Christopher Hudson, Anthony Burton, and Lamont Coleman performed a rap song for us. Potato chips, juice, and Reese's peanut butter cups were served.

DEBATING - A REASON TO LEARN

GRANT RECIPIENT: Richard Canalori, curriculum specialist
LEVEL: Middle
SUBJECT: Social Studies
NUMBER OF STUDENTS SERVED/GRADE: 50/Grade 8
SCHOOL: Jackie Robinson Middle School/150 Fournier Street/New Haven/787-8770
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Competitive debate calls on many valuable skills: research, note-taking, speech writing, cross-examination, teamwork, and public speaking. It also exposes young people to contemporary topics and shows them that there are two sides to every argument. When two eighth grade classes at Jackie Robinson Middle School were taught basic debating skills and prepared to debate on topics such as "Mandatory Drug Testing," "How Prisons Affect Criminals," and "Should There be Limits to Free Speech?", the students in those classes were intrigued enough to work hard at mastering the necessary skills. After a series of classroom debates, ten of the best debaters were chosen to compete in a statewide debating organization. **DEBATING** gave these ten students as well as their classmates **A REASON TO LEARN.**

ACTIVITIES

- Two eighth-grade social studies classes were taught basic debating skills in September.
- Classroom debates were held in November and December.
- Ten of the best debaters were invited to represent Jackie Robinson in the Young People's Debate Program, in which schools from all over the state debate on a common topic, in this case, First Amendment rights of students to publish school newspapers without censorship.
- The team competed statewide in March and April, then went on to the state championship in May.

BUDGET

- Books - $300
- Brief cases - $200

OUTCOMES

Jackie Robinson won second place in the state championships of the Young People's Debate Program in May!

COMMENTS

Debate coach and social studies specialist Richard Canalori says his idea worked "because students were motivated to perform to the best of their abilities. It was a challenge. We plan to continue next year and have applied for a continuation of the grant."

BOOK TALK

GRANT RECIPIENT: Belinda Carberry, assistant principal
LEVEL: Middle
SUBJECT: Reading
NUMBER OF STUDENTS SERVED/GRADE: 13-20/Grades 6-8
SCHOOL: Sheridan Middle School/191 Fountain Street/New Haven/787-8828
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Twice a week after school, a parent, teacher or local librarian comes to Sheridan Middle School to engage in some **BOOK TALK** with interested students. Books for discussion are selected in advance from a list of titles available in the book club library. Discussion topics are meant to range to issues implicit in the reading: teen-age problems and solutions, black history, and cultural mores.

ACTIVITIES

- Books are purchased for the club library, three to five copies of each title.
- Students borrow books for outside reading.
- Parents, teachers and local librarians meet with book club members twice a week to dicuss a selected book.

BUDGET

- The Black Book Club Books - $250
- Classics and popular novels - $250

OUTCOMES

As many as 20 students were active in the club over the school year. The PTA talked it up, and children of the PTA members were among those who joined. Students spent more time reading after they joined the club. Another benefit of **BOOK TALK**, says Belinda Carberry, is that it brought parents into the school in a very supportive way.

COMMENTS

"Now that we have the books, the club is still going."

FAMILY DAY

GRANT RECIPIENT: Bill Coden, teacher
LEVEL: Middle
SUBJECT: Remedial English
NUMBER OF STUDENTS SERVED/GRADE: 14/Grade 8
SCHOOL: Betsy Ross Arts Magnet/185 Barnes Avenue/New Haven/787-8974
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Family, in all its manifestations, is the literary theme for the year in an 8th grade remedial English class. The students read novels, short stories, plays, and poems relating to this theme, and are encouraged to write stories based on their own family experiences. Student writings are professionally copied and bound into an anthology at the end of the year, then presented to the authors at a special **FAMILY DAY** reception attended by the students' families. Selections from the students' work are read aloud.

In his grant application, teacher Bill Coden observed, "The motivation to write—to feel you have something worth saying on paper—must, by and large, come from within. Thus motivation is linked to self-esteem. The **FAMILY DAY** project provides students with an audience for their writing, a finished product, and opportunities to enhance self-esteem."

ACTIVITIES

- Read literary works relating to the idea of "family".
- Write short stories, essays, and poems inspired by class reading.
- Student editors select student writing for the class anthology.
- The anthology is copied and professionally bound.
- Students extend written invitations to family members to attend Family Day.
- Students plan, organize, shop for, and set up a reception for family members.
- Classmates and family members are introduced by the students.
- Students present short readings from their writings.
- A professional photographer takes informal family portraits of students and their family guests.

BUDGET

- Professional copying - $225
- Photographs of authors and family members - $100
- Refreshments for reception - $125

SPECIAL EQUIPMENT

- Copy machine

ARTS AND NUCLEAR WAR

GRANT RECIPIENT: Penny Conti, TAG teacher
LEVEL: Middle
SUBJECT: The Future
NUMBER OF STUDENTS SERVED/GRADE: 20/Grade 7 (talented and gifted)
SCHOOL: East Rock Community/133 Nash Street/New Haven/787-8586
PROJECT DURATION: 14 weeks

PROJECT DESCRIPTION

Extreme self-consciousness strikes many seventh-graders as they take the first shaky steps out of childhood toward adolescence. To hide their sudden lack of confidence, students who were once responsive and full of opinions may retreat from class projects with the excuse that the topic is "boring." **ARTS AND NUCLEAR WAR** is designed to ease the age-related anxieties of a group of talented and gifted seventh-graders as they explore responses to the greater anxieties of living in the nuclear age. The group reads "Voices of Survival in the Nuclear Age," a collection of essays and interviews with famous people; then, with the help of a professional actor, transforms the thoughts of the speakers into dramatic skits. In theory, the portrayal and enactment of another person's views will release the students from self-consciousness, and will help them lay the groundwork for forming their own personal views.

ACTIVITIES

- Read passages from "Voices of Survival in the Nuclear Age."
- Learn theatrical techniques from a visiting professional actor.
- Work up short skits on the subject of nuclear war with the help of the actor.
- Pursue other artistic portrayals of attitudes toward human survival in the nuclear age: cartoons; commercials; jokes; poetry; stories; and mock trials.

BUDGET

- Services of a professional actor from Arts in Education - $405
- Books - $95

OUTCOMES

Penny Conti reports: "Although overcoming self-consciousness is a life-time endeavor, these young people made wonderful strides. Anxiety around reading, writing and performance dissipated noticeably through the course of study on nuclear war. The ability of the students to espouse their own views came into play when they prepared a mock trial focused on the case for and against nuclear weapons, then acted it out with the help of the hired actor. Finally, several members of the TAG group chose topics related to war, weapons and space for their independent study project, indicating that some students were intrigued enough with **ARTS AND NUCLEAR WAR** to want to explore the subject matter further."

COMMENTS

"I saw wonderful growth in confidence. The students seemed happy and involved in the unit; both attendance and participation were very good. Recently TAG has moved on to other sensitive topics such as apartheid and gun control. It has been exciting to hear seventh-graders 'arguing' with new-found confidence and conviction."

PEACE AMBASSADORS: A POSITIVE APPROACH TO CONFLICT

GRANT RECIPIENT: Maxine Goodson, counselor
LEVEL: Middle
SUBJECT: Guidance
NUMBER OF STUDENTS SERVED/GRADE: 12-24/Grades 5 and 6
SCHOOL: Roberto Clemente/360 Columbus Avenue/New Haven/787-8885
PROJECT DURATION: October - June

PROJECT DESCRIPTION

A group of girls was becoming known for engaging in an unusual number of physical and verbal fights among themselves. They were paying a high price for their continuing conflict — in absenteeism, academic failure, and low morale. A guidance counselor decided to train these girls to use non-violent means to manage their conflicts by inviting them to become **PEACE AMBASSADORS**. It is essentially an afterschool club with a special identity; the price of admission is to sign a contract and follow the rules. In addition to their training in conflict resolution, the girls went on outings, celebrated holidays with parties, and hosted a social event for parents and teachers.

ACTIVITIES

- Girls who were involved in physical fights and verbal attacks were invited to become Peace Ambassadors.
- These girls meet once a week to discuss social problems and to come up with appropriate solutions.
- The girls can earn "Peace Ambassador" tee shirts through good behavior.
- The group holds Christmas and Valentine's Day parties.
- The girls are taken to the Dr. Martin Luther King, Jr. Salute at the Shubert Theater.
- Ice-skating!
- The girls host a party for parents and teachers, to celebrate their progress in developing social skills.
- The girls launch balloons with "peace" messages at the conclusion of the project in June.

BUDGET

- Video kit on peacemaking skills; transportation; refreshments; film; notebooks; "Peace Ambassador" tee shirts; film - $500

SPECIAL EQUIPMENT

- Video cassette player

OUTCOMES

"The program worked because the students who were selected really enjoyed their special designation as 'Peace Ambassadors'", says guidance counselor Maxine Goodson. "The girls need to meet more often. Many of them showed improvement, but some need far more attention than I was able to give them. When they brought their friends into the group, I was pleased."

COMMENTS

"Students are required to sign a contract as a condition of membership. Teachers worked with me to help students to honor their contracts."

Peace Ambassadors Contract

As a Peace Ambassador, I pledge that I will keep the peace wherever I go, and I will encourage others to do the same.

I understand what the rules are and that I am expected to follow them:

1. *I must maintain a "C" or better average.*
2. *I must not fight.*
3. *I must not argue or "cut" on others.*
4. *I must respect all adults.*
5. *I must not be referred for discipline.*

I will be given three chances to succeed as an Ambassador. If I disobey the rules, I am subject to suspension from the group. When I follow the rules, I will be rewarded for my good behavior.

Signed:

*Student:*_____
*Parent:*_____
*Teacher:*_____
*Date:*_____

CLASSROOM NEWS

GRANT RECIPIENT: Olivia Green, special education teacher
LEVEL: Middle
SUBJECT: Language arts
NUMBER OF STUDENTS SERVED/GRADE: 20/Grades 5-8
SCHOOL: Jackie Robinson Middle School/150 Fournier Street/New Haven/787-8770
PROJECT DURATION: February - June

PROJECT DESCRIPTION

Ten special education students in grades 5-8 are paired with ten 8th-grade peer tutors for the purpose of writing and publishing a school newspaper. The group will see first-hand how a professional newspaper is put together by visiting the offices of the Weekly Reader in Middletown. Then the students will gather information about events and activities at Jackie Robinson, interview classmates and staff, write articles, and publish two editions of the **CLASSROOM NEWS.**

BUDGET

- Field trip to the Weekly Reader offices in Middletown (transportation and lunch) - $290
- Paper and other supplies - $160
- Typing fee - $50

SPECIAL EQUIPMENT

- Photocopying machine
- Camera

OUTCOMES

"Students were very pleased with the publication," says Olivia Green. "They found working together, gathering information and seeing their own articles in print to be enjoyable and profitable experiences."

GIRLS' VOLLEYBALL TEAM
by Willona Ferguson

Some of the girls at Jackie Robinson have been playing on our girls' volleyball team. We asked some of them why they enjoy being on the team. Here are a few of their responses.

China Byrd: "I just enjoy it."

Another student Nakitta Brown said: "I like the competition and it's good exercise."

Tyneshia Maynard said: "It's an active sport and I'm active."

The coach Angie van Haaster and assistant coach Quinn Smith worked with the group for several weeks. They played the teachers and Sheridan Middle School and won two of their five games in close matches. They also learned two important lessons. The purpose of sports is to have fun and to have something to do besides hanging around getting into trouble.

The girls will begin playing softball soon with Angie and Mr. Wyatt Jackson. Remember, join a team and you too will see how much fun sports can be!

KELSIE'S FOOTPRINTS

On April 11th Ms. Kelsie Stewart Anderson presented Jackie Robinson Middle School students with a book of original poems written over a lifetime.

Mrs. Anderson, a member of the Senior Center here at Jackie Robinson, presented the book to Jackie Robinson students Thomas Powell, Latonya Council, and Chris Chapman. The book will be kept on display in the school media center.

Having composed her first poem in 1908 at age five, her book, titled Kelsie's Footprints, is a delightful collection of her life's work.

All the students and faculty at Jackie Robinson wish to thank Mrs. Anderson for her thoughtful gift. It will be treasured by all of us.

GROUP COUNSELING FOR HEARING IMPAIRED ADOLESCENTS

GRANT RECIPIENT: Rosemarie Linebarger, resource teacher
LEVEL: Middle
SUBJECT: All
NUMBER OF STUDENTS SERVED/GRADE: 3/Grades 6-8
SCHOOL: East Rock Community/133 Nash Street/New Haven/787-8867
PROJECT DURATION: 12 weeks

PROJECT DESCRIPTION

Adolescents with severe hearing loss were having difficulty in coming to terms with their disability and in relating to their peers in a mainstreamed setting. They were reluctant to wear their auditory equipment in class, thus jeopardizing their schoolwork. A psychologist from the Clifford Beers Clinic in New Haven, who is hearing-impaired himself, was invited to conduct 12 group counseling sessions to help the students develop strategies for dealing with peers and teachers, learn more about hearing impairment, and learn how to deal with stress and frustration.

ACTIVITIES

- One 45-minute counseling session each week with students, teacher (also hearing impaired), and psychologist, for 12 weeks.

BUDGET

- Services of psychologist - $500.

OUTCOMES

Resource teacher Rosemarie Linebarger reports, " The students learned a great deal about themselves and their hearing loss. There were more topics to discuss that would benefit the students, but we were limited to twelve sessions."

COMMENTS

"It would be difficult to continue this program without the services of a trained psychologist."

ELF 'N' TV

GRANT RECIPIENT: Bohdanna Melindez and Paul-Douglas Michnewicz
LEVEL: Middle
SUBJECT: Writing and theater
NUMBER OF STUDENTS SERVED/GRADE: 12-15/Grade 5
SCHOOL: Betsy Ross Arts Magnet/185 Barnes Avenue/New Haven/787-8974
PROJECT DURATION: February - June

PROJECT DESCRIPTION

Children in a fifth-grade theater class use their experience as television viewers to create a TV news program tuned to a fairy tale theme. News, weather, sports and commercials all feature fairy tale characters (for example, a news story about elves who became homeless when their forest was cut down to make condominiums). The children write the scripts and play the parts; the teachers do the filming and editing.

ACTIVITIES

- Read and analyze fairy tales.
- Watch Shelley Duvall's series of televised fairy tales.
- Write an original fairy tale.
- Perform and videotape the original fairy tale.
- Watch and analyze television commercials, news programs, and soap operas. Write, perform and videotape original versions of the above.
- Edit class productions into a one-hour television show to be aired on local access cable TV.

BUDGET

- Shelley Duvall fairy tales on videotape - $60
- Lights, extension cords, backdrop material - $132
- Blank videotapes - $100

SPECIAL EQUIPMENT

- Video camera, video cassette player, editing facilities

OUTCOMES

"The kids showed wonderful cooperation in the taping of our show," says teacher Bohdanna Melindez. "They waited quietly for their parts, and were able to respond to directions in sign language. They learned very quickly that what we see on TV is not so easy—it took us 45 minutes to an hour to tape a one minute commercial!"

COMMENTS

"It was difficult to tape at school without studio space. We had to work around the bell schedule, and could only find enough room in the library, where we couldn't use lights. The conditions weren't ideal, but the project was a great success."

TECHNICAL STUDIES PROGRAM

GRANT RECIPIENT: Robert W. Mellette, teacher and science department chairperson
LEVEL: Middle
SUBJECT: Science
NUMBER OF STUDENTS SERVED/GRADE: 50/Grade 8
SCHOOL: Betsy Ross Arts Magnet/185 Barnes Avenue/New Haven/787-8974
PROJECT DURATION: 4 weeks

PROJECT DESCRIPTION

Rocket propulsion systems, robotics, flight dynamics, electronics and solar energy are some of the technologies that may ignite the imaginations of future scientists in the eighth grade at Betsy Ross Arts Magnet. Two science classes will spend a month learning basic technical skills in order to do experiments with motors and photovoltaic (solar) cells. This **TECHNICAL STUDIES PROGRAM** is meant to demystify modern technology, and to arouse the interest of students who may want to pursue a scientific or technological career.

ACTIVITIES

- Learn and practice the basic skills of soldering and wiring.
- Explore the possibilities of solar energy by performing selected experiments with photovoltaic cells. One such experiment is to run a series of small electric motors using solar cells.
- Build model passive solar homes to see how the sun can be used to warm a house.

BUDGET

- Photovoltaic (solar) cells - $312
- Water-powered turbine generator - $60
- Electric motors - $25
- Soldering irons - $25
- Alligator clips - $10
- Book on experiments in electricity - $25

SPECIAL EQUIPMENT

- Viewlex (school film strip projector) as a source of light

OUTCOMES

"Even though no one in the class had ever soldered before," says teacher Robert Mellette, "they were very successful, and they enjoyed it. Kids love to do science even if they don't want to take science. These students were fascinated to study a source of energy that is free. The ones who were really excited about our experiments decided to join Young Astronauts, an after school club I lead that ties extra work in math and science to the space program. We now have more kids wanting to join than we have places in the club."

COMMENTS

"The experiments we did with solar cells gave me the idea of making working models of solar satellites in space—known as 'birds'—in another class project. I'm delighted that **SATELLITE TECHNOLOGY FROM THE COSMOS TO THE CLASSROOM** was also funded by the New Haven Initiative, and will be up and running next spring (1989)."

NOTE: Robert Mellette was Connecticut's finalist in the Teachers in Space program, in which teacher Christa McAuliffe was chosen to become a crew member for the flight of the Challenger space shuttle in January 1986. Mr. Mellette continues to participate in NASA activities.

AQUATIC ANIMALS

GRANT RECIPIENT: Jimmy-Lee Moore, teacher
LEVEL: Middle
SUBJECT: Nature studies for talented and gifted students
NUMBER OF STUDENTS SERVED/GRADE: 20/Grade 6
SCHOOL: East Rock TAG Resource Room/133 Nash Street/New Haven/787-8586
PROJECT DURATION: 8 weeks, September - November

PROJECT DESCRIPTION

Field trips, dissection, movies, creative writing, and food sampling all contribute to an intensive, hands-on study of **AQUATIC ANIMALS** for a group of talented and gifted students in the sixth grade. The project challenges the students to think about fish and other sea creatures as vital sources of food and livelihood, and as contributing to human welfare in many ways.

ACTIVITIES

- Set up two classroom aquariums.
- Dissect three or four varieties of preserved fish, for study and comparison.
- Write and perform plays, commercials, and commentaries; record the performances on videotape.
- Taste various fish and fish products.
- Read and discuss current articles on the fishing industry, fish survival, and fish population.
- Visit the New York Aquarium; take a behind-the-scenes guided tour of the facilities.
- Visit the Lighthouse Ranger Station in New Haven.
- Watch nature videos on the subject of marine life.

BUDGET

- Trip to the New York Aquarium - $398
- Fish and supplies for classroom aquariums - $61
- Blank videotapes - $10

SPECIAL EQUIPMENT

- Dissecting equipment and specimens
- Video camera and video cassette player

OUTCOMES

"This unit ran well," says Jimmy-Lee Moore. "The only hidden obstacle came in the form of a bus driver who didn't know his way around New York on our first attempt to get to the Aquarium. We spent 10 hours on the bus and never made it. Our second attempt a few weeks later ran smoothly. The largest reactions from the students came around tasting the various fish delicacies; as some discovered new items pleasing to the palate, others did not find them so pleasing."

Foods sampled during the study of aquatic animals:

Mussels in tomato sauce, lox and cream cheese, smoked oysters, squid, octopus, pickled herring, New England clam chowder, anchovies, caviar, crushed salmon, seafood salad with crab meat, gefilte fish

Selections from student evaluations of AQUATIC ANIMALS:

"I liked tasting the seafood and learning about so many kinds of seafood and I liked the movies a lot. I also have wanted to be a marine biologist for as long as I can remember and I think I will really be one when I get older."

"I found the dissecting the most interesting because I have always wanted to dissect and because I wanted to see how similar humans and frogs are inside."

"I liked doing the plays because I like acting. Also everybody got to make up their own plays so they could make them funny or sad or whatever they wanted."

"I liked the trip the most because I found it interesting learning about different kinds of aquatic life and what they eat and where they live. I especially liked the Beluga whales."

"Well, most of the fish we tasted were so disgusting that I became slightly (or more than slightly) delirious. I couldn't pay attention to what happened afterward."

"Before the unit, I really didn't think about aquatic life much or how much people rely on marine life for nutrition and relaxation."

"A new thought I've had is 'Where would we be without help?' I never knew that help could be used in so many ways."

"BY THE PRICKING OF MY THUMBS . . ."

GRANT RECIPIENT: Kelley O'Rourke, teacher
LEVEL: Middle
SUBJECT: English/Humanities
NUMBER OF STUDENTS SERVED/GRADE: 50/Grade 8 (two sessions)
SCHOOL: Betsy Ross Arts Magnet/185 Barnes Avenue/New Haven/787-8974
PROJECT DURATION: 20 weeks (this class met only 2 hours per week)

PROJECT DESCRIPTION

Shakespearean language can be onerous to first-time readers. In **"BY THE PRICKING OF MY THUMBS, SOMETHING WICKED THIS WAY COMES: AN INTERDISCIPLINARY LOOK AT MURDER, MYSTERY, AND MACBETH,"** eighth-graders are led slowly to a direct reading of Shakespeare's play. The elements of mystery and intrigue are explored by first reading a mystery novel, Light Thickens by Ngaio Marsh, set behind the scenes of a theatrical production of MacBeth in England. The class also views the classic 1940's Orson Welles film, MacBeth, on videotape. After such a careful introduction, the students are eager and willing to read Shakespeare's words.

ACTIVITIES

- Read a narrative version of MacBeth.
- Read a mini-dramatic version of MacBeth.
- Watch a videotape of a film version of the play.
- Read Light Thickens by Ngaio Marsh.
- Explore the theatrical superstitions surrounding MacBeth in Great Theatrical Disasters, Theatrical Anecdotes, and The Curse of MacBeth.
- Learn about Shakespeare and MacBeth in an historical context.
- Read MacBeth.

BUDGET

- Books - $170
- Videotape - $30

SPECIAL EQUIPMENT

- Video cassette player.

OUTCOMES

Teacher Kelley O'Rourke reports, "Eighth grade students who would never willingly read Shakespeare's plays began to see a personal value in his work. The students are no longer afraid of this classic drama. I plan to teach it again next year."

COMMENTS

"My students and I attended the Glenda Jackson/Christopher Plummer performance of MacBeth at the Shubert Theater. Even though we did not enjoy the production, it was a great experience to discuss how MacBeth could and should be staged."

"Fair is foul, and foul is fair;
Hover through the fog and filthy air."
—The Three Witches

"Is this a dagger which I see before me,
The handle toward my hand?"
—MacBeth

The Weird Sisters

Their evil, great,
and awesome power,
Was enough to make
any man cower.

MacBeth now knew
what was to come,
if only he knew
exactly where from.

How strong and great
the sisters' possession,
to fill one man's life
with so much oppression.

—Elise Verlezza, Grade 8

A Lesson to be Learned

. . .
But, O, how sad to see
A king of Duncan's majesty
Slain by MacBeth's hand of greed.
We can only learn when we see,
A lesson in this tale of tragedies.

—Rachel Martone, Grade 8

DEVELOPING ORAL HISTORY BIOGRAPHIES

GRANT RECIPIENT: Leah G. Stambler, history/social studies teacher
LEVEL: Middle
SUBJECT: History and social studies
NUMBER OF STUDENTS SERVED/GRADE: 108/Grades 7 and 8
SCHOOL: Betsy Ross Arts Magnet/185 Barnes Avenue/New Haven/787-8974
PROJECT DURATION: 15 class sessions from September to June, plus one field trip for interviews

---

PROJECT DESCRIPTION

Talking with older adults can help young people appreciate the past and understand their own emerging role in society. In **DEVELOPING ORAL HISTORY BIOGRAPHIES**, four classes of seventh and eighth graders visit local senior citizen centers in order to interview elderly people there. The students first study interviewing techniques, put together questions they would like to ask, and then after the interview write up "biographies" of their subjects.

ACTIVITIES

- Students put together a list of questions they would like to ask senior citizens about their lives, neighborhoods, and ways of doing things in decades past, especially from the 1920's through the 1960's (before the students were born).
- Students practice interviewing techniques with their peers.
- Students write about their attitudes towards the elderly.
- Students visit senior centers and interview an elderly person.
- Students write again about their attitudes toward the elderly, after the visit.
- Students turn their interview notes and tape recordings into a biographical essay.
- The essays are published and distributed to senior centers and classrooms.

BUDGET

- Books (How to Tape Instant Oral Biographies) - $150
- Audio cassette tapes - $40
- Film - $35
- Refreshments for visits to senior centers - $60
- Publication of biographies (photocopying) - $215

SPECIAL EQUIPMENT

- Tape recorders
- Transportation (provided by school)

OUTCOMES

"The students and seniors were delighted to talk with each other on a one-to-one basis" reports teacher Leah Stambler. Students' attitudes toward the elderly changed for the better after the visit as well.

COMMENTS

The key to success in this project was organization, according to Ms. Stambler. The students were well-prepared for their responsibilities at each step of the way, and the center directors selected senior adults who would be good to interview and worked with them before the visit. "I would not make any changes other than to personally visit the centers before the interview day in order to get a clear sense of the clientele at the center, and to avoid any misunderstandings by the center directors about the nature of our project."

BEHAVIOR EXCHANGE THERAPY - "BET"

GRANT RECIPIENT: Walterine H. Tolson, teacher
LEVEL: Middle
SUBJECT: Counseling, group problem solving
NUMBER OF STUDENTS SERVED/GRADE: 35/Grade 5
SCHOOL: Jackie Robinson Middle School/150 Fournier Street/New Haven/787-8770
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Chronic misbehavers at Jackie Robinson spend a great deal of time suspended from school or placed in an in-house suspension program, thus missing much schoolwork. **BEHAVIOR EXCHANGE THERAPY (BET)** gives these students the chance to practice new attitudes and problem-solving skills in weekly group counseling sessions, while remaining in the classroom. The group sessions are scheduled during gym or enrichment periods, rather than during the major subjects.

ACTIVITIES

- Weekly group counseling sessions
- Workshops for parents and students together
- Party for parents and students to culminate workshop series
- Feedback from classroom teachers

BUDGET

- Videotapes, film, T-shirts for workshop, film, food for party - $197

SPECIAL EQUIPMENT

- Videocassette player, camera, private room for counseling sessions

OUTCOMES

Ms. Tolson and the classroom teachers all thought the program worked, that student behavior was improved.

COMMENTS

"If I make any changes when I continue **BET**, it will be to use more media, movies, etc., and hopefully to involve the parents more. The program proved very rewarding for me as well as for the students."

THE U.S. CONSTITUTION AND LITERATURE

GRANT RECIPIENT: Barbara Trader, teacher
LEVEL: Middle
SUBJECT: Chapter I reading/language arts and enrichment
NUMBER OF STUDENTS SERVED/GRADE: 75/Grades 5-8
SCHOOL: Jackie Robinson Middle School/150 Fournier Street/New Haven/787-8700
PROJECT DURATION: 4 months (November - February)

PROJECT DESCRIPTION

American literature, the Constitution of the United States, and selected historical events from the past 200 years are studied together in remedial language arts classes. The students are encouraged to talk, sketch, and write about the importance of the Constitution in their own lives. Changes in the Constitution to protect the rights of formerly disenfranchised people (African-Americans, women) are emphasized.

ACTIVITIES

- Reading, lectures, listening to tapes of speeches
- Writing, sketching
- Skill work on the computer
- Visit to Mark Twain and Harriet Beecher Stowe houses in Hartford

BUDGET

- Transportation and admission fees to Twain and Stowe homes - $182
- Books - $160
- Computer software - $158

SPECIAL EQUIPMENT

- Computer

OUTCOMES

Barbara Trader reports that the students in Chapter I reading improved their scores in the Connecticut Mastery and MAT Achievement Tests after participating in **THE U.S. CONSTITUTION AND LITERATURE.**

COMMENTS

"I was honored to receive a 'Grant for Excellence.' Our students were given educational opportunities that, because of the money involved, would have been impossible otherwise."

Jesse Jackson, by Arthur Cole

TOWER LITERARY MAGAZINE

GRANT RECIPIENT: Ann G. Walsh, Curriculum/Staff Developer
LEVEL: Middle
SUBJECT: Language Arts, Reading, Social Studies, Math and Science
NUMBER OF STUDENTS SERVED/GRADE: All Students/Grades 5-8
SCHOOL: Fair Haven Middle School/164 Grand Avenue/New Haven/484-8796
PROJECT DURATION: Two issues per school year, September - June

---

PROJECT DESCRIPTION

It is Fair Haven Middle School's goal to improve student writing in all subject areas. The publication, twice yearly, of the **TOWER LITERARY MAGAZINE** helps motivate students to express their thoughts in creative and expository writing.

ACTIVITIES

- Announce publication schedule to all faculty and students.
- Encourage teachers in all departments to submit student work for the magazine.
- Select the best student writing for publication.
- Produce the magazine with student and faculty help.

BUDGET

- White paper - donated
- Gray vellum cover stock - $200
- Typesetting and printing - $300

OUTCOMES

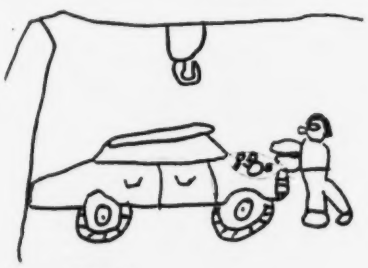
A very good-looking, professional booklet was printed for all the students at Fair Haven Middle School. The wonderful examples of student writing speak for themselves. Project coordinator Ann Walsh adds, "The program worked well because of the outstanding cooperation of students, staff, and printer. I plan to do it again next year, if I can get the paper donated once again."

Name Poem: Jasmin

Jasmin is a normal girl.
Always in trouble
Sometimes cleaning
Mostly messing.
In her house or at play
Never stops talking.
—Jasmin Padua

Name Poem: Timothy

Tim likes to make motors run
Inside a garage is fun
Making car noises quiet and
Odometers read well
Tuning engines
Hoping they work
Yearning to be a mechanic.
—Timothy McNulty



Albert Einstein

Albert Einstein was one of the greatest scientists who ever lived. His ideas changed our thinking about the universe. Before Einstein, scientists thought that matter and energy were different things. Albert Einstein proved that they are different forms of the same thing. Energy can become matter. Matter can become energy. Conservation of energy is still true. Matter and energy cannot be created or destroyed. They can only be changed in form or changed into each other. This is Einstein's greatest contribution to science.
—Richard Agosto

COCAINE

My name is Cocaine.
I can sizzle your brain
If you try me once.
You won't SURVIVE TO DO IT AGAIN!

I'll dazzle your head.
You heard what I said.
You'll keep using me until
the day you're DEAD!

I can make you scream.
I can make you dream.
I can make you cry.
I can make you DIE!

I'm like a turtle, yes I can adapt.
I'll stick with you like my brother
CRACK!

So take my advice and go insane.
Because I'm the thing that will roast your brain,
so beware of me, for my
name is cocaine! ! !
—Chris Hudson

Puerto Rico

I have never been to Puerto Rico, but my family has been there. They say it is hot and the food is good. The air smells fresh. They say it is beautiful. In Puerto Rico it is always hot. People grow fruits and vegetables. You will almost never be hungry because almost every person there has a garden. They have green beans, carrots, lettuce, tomatoes, cabbage, peas, apples and pears. The people share the products of their gardens.
—Brenda DeJesus

Puerto Rico

Today when I was at the park
I watched the birds, trees, and plants
I started to dream of Puerto Rico
Inside my skin I could feel the air and
sun of my beautiful Island.
—Gloria E. Plaza

MINORITY ACADEMIC ACHIEVERS

GRANT RECIPIENT: Charles E. Warner, Principal
LEVEL: Middle
SUBJECT: General
NUMBER OF STUDENTS SERVED/GRADE: 50/Grades 6-8
SCHOOL: Jackie Robinson Middle School/150 Fournier Street/New Haven/787-8770
PROJECT DURATION: September - June

PROJECT DESCRIPTION

For minority students, translating intelligence and talent into academic success often means overcoming strong peer pressure. Poor study habits, low self-esteem, lack of motivation, and the power of negative racial and ethnic stereotypes in some classrooms may also prevent these students from realizing their potential. A special program at Jackie Robinson Middle School, **MINORITY ACADEMIC ACHIEVERS**, is intended to give selected students the support, encouragement and inspiration they need to become successful in school and in their lives.

ACTIVITIES

- Students are selected for the program based on grades, test scores, and teacher nominations.
- Peers who are already academically successful are asked to tutor the underachievers in the subjects where they need help.
- Parents are invited to meetings.
- Students are given group counseling.
- Successful minority adults come to talk to the students about their own days in school, and how they achieved their professional or business success.
- Students also visit successful adults at their place of work.

BUDGET

- Transportation - $210
- Honorariums - $200
- Food for meetings and celebrations - $90

OUTCOMES

"This program had a tremendous impact on the students," says Principal Charles Warner. "During the year, many of the participants were elevated to higher academic groupings. Some became student leaders. When our school debate team became successful in statewide tournaments, we took a busload of our **ACADEMIC ACHIEVERS** up to Hartford to watch them in action in the state finals. They won second place!"

COMMENTS

"Our students need grooming for success, and they also need to become more aggressive in their learning. We use honors and awards to give them a sense of progress. In our program for **MINORITY ACHIEVERS**, the speakers and field trips gave the students a sense of 'uplift'— belief in themselves and energy to work hard. Next year, the theme for the entire school is 'Reach for the Stars' and we will do that by building positive self-esteem in every way we can."

LEARNING JUDICIAL PROCESS THROUGH THE COURT SYSTEM

GRANT RECIPIENT: Carolyn Williams, teacher
LEVEL: Middle (talented and gifted program)
SUBJECT: Social studies
NUMBER OF STUDENTS SERVED/GRADE: 20/Grade 7
SCHOOL: Jackie Robinson Middle School/150 Fournier Street/New Haven/787-8770
PROJECT DURATION: September - May

PROJECT DESCRIPTION

The law holds a great fascination for bright students, yet their actual knowledge of law is often limited to what they see on television and in movies. An in-depth study of the judicial system for talented and gifted seventh-graders begins with visits to court and talks with a local attorney, and concludes with a well-researched mock trial staged by the students.

ACTIVITIES

- Visits to housing court, foreclosure court, criminal court, and domestic relations court.
- Discussion of court visits with a local attorney (the parent of a participating student).
- Research one or more factual cases in preparation for a mock trial in class.
- Mock trial.

BUDGET

- Books - $475
- Honorarium - $25

EXPENSES/ARRANGEMENTS NOT IN BUDGET

- Transportation to court (4 trips)

OUTCOMES

"Overall, studying the judicial system was a good idea," comments Carolyn Williams. "I'll make some changes next year. The court visits should be scheduled for afternoons (Monday mornings were slow times), and I will secure the services of two or three attorneys due to their complicated schedules. The students were disappointed that they didn't see a criminal case in progress—they expected 'television drama'—so I will try to arrange a visit to the criminal court at a more significant time."

COMMENTS

"Thank you for making this course possible. I feel that we all learned and will be able to do an in-depth study on the same topic next year."

STUDENT COMMENTS

"I feel that other 7th-graders should be able to enjoy and learn about this as well."

"The mock trial was very enjoyable and informative. Visits to different courts were, however, extremely monotonous and boring with the exception of criminal courts."

"I found that by doing the mock trial you learn all the information about court laws that would otherwise be boring to learn. It also allows each child to get the feeling of the various court positions. I think that after acting out the mock court case, it would be a good idea to see the real court case on video to see how the judge and jury dealt with it and to compare the final decisions."

"I would like to see my sister do this course when she is in the seventh grade."

"There was one thing I didn't really like. We never actually saw a criminal being tried in court with prosecutors, witnesses, etc. Next time you should do that."

"We should prepare and study some interesting cases before or after the court sessions (visits)."

"It was very educational because I want to be a lawyer. It helped me a great deal!"

SECONDARY

APPROACHES TO WRITING

GRANT RECIPIENT: Carol L. Altieri, teacher
LEVEL: Secondary
SUBJECT: English/Creative Writing
NUMBER OF STUDENTS SERVED/GRADE: 30/Grades 11 and 12
SCHOOL: Cooperative High School/800 Dixwell Avenue/New Haven/777-5923
PROJECT DURATION: January - June, plus future years

PROJECT DESCRIPTION

Carol Altieri believes that books about the writing process, along with contemporary poems, short stories, and classroom writing exercises, will help high school students learn to write more freely, vividly, and creatively. Her project, **APPROACHES TO WRITING**, emphasizes techniques for generating ideas for stories and poems, and then takes students through the process of shaping and polishing their work. At the end of the semester, students prepare a bound portfolio of their best work.

ACTIVITIES

- Students read books about the writing process.
- Students read contemporary works of poetry and prose (short stories).
- Students work on their own writing in class and at home.
- Students polish and revise their work.
- Each student makes an individual portfolio of his or her best work.

BUDGET

- Books - $500

SPECIAL EQUIPMENT

- Word processor and typewriters

OUTCOMES

Ms. Altieri reports, "I think that the writing program was very successful. Books on the various stages of the writing process, and on the variety of styles, really helped the students in their own efforts to write. They were pleased to see their best work in a portfolio—revised, rewritten, arranged, titled, and polished."

COMMENTS

"I am grateful for the grant which enabled us to buy a variety of writing books as well as some works of contemporary poetry and fiction. Next year, I will change the course and include expository writing in addition to creative writing."

The South Wind

I turn off the artificial breeze from my fan as I awake.

Outside on the patio, I hear the ocean currents beating down on the shore.

I must get to it.

I walk upon the warm, morning sand.

For its coolness, I drift with the waves of the beach. I drench myself with its wetness.

As I go back to the shore, I feel the south wind flow briskly against my body.

With all its warmth, it blows naturally upon me from the Tropic of Cancer.

Slowly it evaporates the water from my body, making me ready for the day.

—Wayne N. Davis

Anger

Anger—directed at you
Not because you've done wrong,
Rather because I've distorted
The entire situation into something
You never meant it to be.
I've misinterpreted your words
And exaggerated your actions,
Not in a malicious manner
To fill an enormous void
That exists within me.

Anger—totally unjust in itself
Due to its heavy effect
Upon the object at which
Its forcefulness is directed.
Tearing away all protection,
Burning throughout the body,
Planting seeds of pain and doubt
In every portion of the mind.
My anger is really not to be
Directed at you, the innocent;
It is I who am guilty.

—Nicole L'Heureux

The Household Pets

These two animals, our cat and dog, act so differently. Jesse, the dog, was the first to be brought into our house. She is a very old dog, weak in the legs, and practically blind. She is an Irish Setter who was once all red and is now all white. She moves around the kitchen table like a turtle, and is always hungry. When the owner enters the house, she is like a new-born baby. Her weak arthritic legs come to life as she barks and grunts for her master to take her outside. Anything you tell Jesse, she will listen to.

On the other hand our feline pal doesn't listen, is very persistent, and doesn't have a name. His characteristics are unbelievable; right off the hand you can tell he has an attitude about his surroundings. Don't get me wrong, because many times I have caught him in paper bags, baskets, and even in a briefcase. The cat really tries hard to dominate the dog, but I think that deep down inside, the cat looks up to the dog with all due respect. —Andrea Volta

ECOSYSTEMS & THE ENVIRONMENT: A HANDS-ON SEMINAR

GRANT RECIPIENT: Christin Arnini, teacher
LEVEL: Secondary
SUBJECT: Biology
NUMBER OF STUDENTS SERVED/GRADE: 8/10th, 11th, 12th grade
SCHOOL: Hillhouse High School/480 Sherman Parkway/New Haven/787-8486
PROJECT DURATION: September-June

PROJECT DESCRIPTION

The seed for **ECOSYSTEMS & THE ENVIRONMENT** was planted when students in Christin Arnini's biology classes expressed a desire to get outdoors to investigate native plants and animals. Field trips to survey a pond, an old field, a forest, a salt marsh, and an alpine ecosystem are supported by classroom reading, discussion, identification of organisms found, and visits to the Yale University Ecology Department and the Peabody Museum. The seminar is open to students who have already completed a year in biology.

ACTIVITIES

- Discuss basic concepts in Ecology.
- Learn basic strategies for investigating an ecosystem—evaluate biotic and abiotic components plus human interactions. Write short reports on each ecosystem.
- Do outside reading on environmental concerns. Discuss, and write reaction papers.
- Take field trips to different New England ecosystems.
- Set up classroom displays so other students at Hillhouse can also get information.

BUDGET

- Lecture, visits to museum - $50
- Supplies (aquarium setup, computer software) - $175
- Travel and lodging for weekend backpacking trip to the White Mountains of New Hampshire - $150

SPECIAL EQUIPMENT

- Aquariums, computer software

OUTCOMES

"Yes, it worked," says Ms. Arnini. "It peaked students' interest in ecology, it expanded their awareness of the interdependence of living things. Next year I plan to have them work on a few projects wherein they can see that they can make positive changes in some area(s) of environmental concern."

The first ecosystem that we visited was a pond in Edgewood Park. Our assignment was to write any observation of human impact on the ecosystem, sight of any animals flying, swimming, or on land crawling or otherwise, evidence of any animals or organisms living in the pond or on the shores. We also took the temperature of the water and atmosphere and the pH or acidity of the water and/or soil. These are our standard procedures, but we also have to make observations of our own. We also visited an old field and a deciduous forest. Another observation we made was the kinds of trees growing around an ecosystem. This is done by matching the leaves of the tree with that of our field guide books. We combine this information and write a report on the ecosystem. We sometimes bring back soil, water, leaves and other specimens to gather more information about the ecosystem.

— Coleen Franco, student in **ECOSYSTEMS & THE ENVIRONMENT**

SPORTY TYPING

GRANT RECIPIENT: James F. Balsamo, teacher
LEVEL: Middle/Secondary
SUBJECT: Typing
NUMBER OF STUDENTS SERVED/GRADE: 60/Grades 7-12
SCHOOL: Urban Youth Center/240 Cedar Street/New Haven/777-5935
PROJECT DURATION: September - June

PROJECT DESCRIPTION

Urban Youth Center students are "street smart" youngsters—95% of them males—who have been designated as disruptive or socially and emotionally maladjusted. These students believe that "men" don't type. Unfortunately, this attitude keeps many promising young males from qualifying for semi-skilled or skilled jobs with good pay. Through the use of computer typing games, **SPORTY TYPING** links the world of competitive sports—with its positive male image—to the typing classroom.

ACTIVITIES

- As an incentive to get through their regular typing lessons during the week, students are allowed to play computer typing games on Fridays.

BUDGET

- Computer software (7 different typing games) - $374
- Blank computer diskettes - $75

SPECIAL EQUIPMENT

- Computers

OUTCOMES

"Students did have fun while they learned to type," reports teacher James Balsamo. "They seemed to relate the concepts of fun and sports with typing. The only shortcoming was that we have only one computer for the students to share."

COMMENTS

"I personally feel the program was very successful, and thank the Initiative for your help."

BOOZE, DRUGS & ADVERTISING

GRANT RECIPIENT: Sue Block, teacher
LEVEL: Secondary
SUBJECT: Science/health
NUMBER OF STUDENTS SERVED/GRADE: 60/Grades 7-12
SCHOOL: Urban Youth Center/240 Cedar Street/New Haven/777-5935
PROJECT DURATION: September - June

PROJECT DESCRIPTION

The Urban Youth Center is the "last-chance" school for some of the most delinquent students in New Haven. These adolescents are used to thinking of themselves as losers. They need big incentives and a lot of support to be able to concentrate on any project over a long period of time, and to complete it. **BOOZE, DRUGS & ADVERTISING** gives these students a chance to use their "street-wise" familiarity with advertising techniques in a contest to design a poster on the effects of alcohol and drug abuse, a topic studied at length in their science/health class. A second contest under the same program is for the design of a "Coat of Arms", an emblem of how the students see themselves—their greatest attribute, the person who has influenced them the most, etc. The two first prizes must be both valuable and appealing to urban teens.

ACTIVITIES

- Research into family history (who am I and what are my values?).
- Exposure to information about alcoholism and drug abuse as a disease through films, speakers, pamphlets, media, etc.
- Practice sketching and drawing.
- Learning how to design an advertising layout.
- Making posters; poster contest.
- Display of work and presentation to others.

BUDGET

- Art supplies - $125
- Prizes - $100

OUTCOMES

"The program was wonderful," says science teacher Sue Block. "Students had to work on projects that took time and were rewarded with prizes that they truly enjoyed—a Walkman and sneakers from Bob's."

COMMENTS

"Our students <u>need</u> tangible goals and long-term projects to delay gratification. They live day-to-day and this activity lengthens their thought process."

EARLY START

GRANT RECIPIENT: Sung Wen Chang, teacher, with Michael McGill, student
LEVEL: Secondary
SUBJECT: SAT, verbal and math
NUMBER OF STUDENTS SERVED/GRADE: 9/Grade 9
SCHOOL: Career High School/21 Wooster Place/New Haven/787-8400
PROJECT DURATION: One academic year with the possibile continuance into upper levels

---

PROJECT DESCRIPTION

Teacher Sung-Wen Chang and high school senior Michael McGill meet once a week with 9 freshmen to work on vocabulary and math skills in preparation for the SAT examination. When Michael McGill was a freshman, Ms. Chang tutored him during lunch periods in math and vocabulary. They studied together through his junior year, when he was named a National Black Merit Scholar based on his SAT scores. He will attend the Massachusetts Institute of Technology on a full scholarship next year, and was also accepted to Yale, Cornell, Bates and Grinnell. He credits much of his success to his **EARLY START** with Ms. Chang, and chose to spend time helping younger students strive for achievement.

ACTIVITIES

- New vocabulary words or math concepts are introduced each week.
- Students are assigned homework, such as making up word games with their new vocabulary words.
- Students take sample SAT tests for fun; the group discusses the correct answers.

BUDGET

- SAT workbooks - $160
- Vocabulary cards - $30
- Computer diskettes for vocabulary lists and word games - $60
- Word games such as Scrabble and College Pursuit - $80
- SAT computer program - $80

SPECIAL EQUIPMENT

- Computers if available, but not necessary

OUTCOMES

"The program definitely works," says Sung Wen Chang. "Because of scheduling conflicts, these 9 students had to receive special permission to miss a regular class one period per week for **EARLY START**. One student was not permitted to continue in **EARLY START** because he was not doing his regular classwork. After several weeks, he came back announcing he could remain in **EARLY START** since he had been working hard. His teacher told me how eager he was to come to **EARLY START**. I will continue with the program, but I have a class period scheduled into the students' day."

COMMENTS

"The fact that Michael McGill was accepted to M.I.T., Yale, and Cornell makes him a truly excellent role model. Michael tells the students that they must start early."

"From my background and those of my peers, I know what often keeps us from higher education and possible entry to a better environment is the lack of support and encouragement from home. I wanted to make my students see that learning can be both gratifying and achievable."

—Michael McGill, in an essay on why he helped teach **EARLY START**, quoted in the *New Haven Register*, June 19, 1988.

TOTEM POLES

GRANT RECIPIENT: Mary P. Cofrancesco, teacher
LEVEL: Secondary
SUBJECT: Fine Arts
NUMBER OF STUDENTS SERVED/GRADE: 30/Grades 9-12
SCHOOL: Cooperative High School/800 Dixwell Avenue/New Haven/777-5923
PROJECT DURATION: One semester

PROJECT DESCRIPTION

Traditionally, a totem pole tells the family history of an individual or group in a dramatic, colorful way. High school art students who study Indian carving with the idea of making a totem pole are led naturally to reexamine their own histories and family origins. This process of self-examination is psychologically helpful to adolescents who are struggling to discover a personal identity and a path to the future. In their work on a challenging art project—**TOTEM POLES**—the students also address important issues of personal growth.

ACTIVITIES

- The class studies the history of Indian carving.
- Each student designs his or her section of a totem pole.
- Students submit rough drawings of their designs for discussion and approval by the class.
- Designs are transfered to pine logs, which have been stripped and prepared for carving by the students.
- Students carve, stain, and paint their designs on the pole.
- Completed totem poles are installed in an appropriate setting.

BUDGET

- Two 11-foot pine logs - $100
- Carving tools, safety goggles, and paint - $250
- Film and developing - $60

SPECIAL EQUIPMENT

- Carving tools and safety goggles.

OUTCOMES

"The project was unbelievably successful," reports art teacher Mary Cofrancesco. "It was the first time any of the students had carved anything. So imagine the excitement when I told them they were carving an actual totem pole. Each group became extremely possessive of their section. Students also became very professional in their work. They saw the totem poles as being something altogether different from what they were accustomed to doing in art. It was definitely a challenge."

COMMENTS

"The art room took on an air of enthusiasm and excitement as the faces of real and imaginary beings began to emerge from the wooden poles."

We have finally started serious work on the larger of the two logs that will make up the Totem Pole. (We counted the rings and found the tree to be 65 years old.)

The log has been divided into five sections. Each student or group of students has decided upon a design and started carving. On the top of the pole will sit a profile of our American Eagle. The next section will be an Indian mask. Under this, a very evident serpent, wrapped around the pole, ready to crawl off. The second to the last section will be another Indian mask and the last section an Indian scene done in hieroglyphics.

The students are working at an incredible pace. It's not unusual to see groups of girls as well as boys in goggles with hammers and chisels carving away, and to hear the noise throughout the entire school when they are working. In the morning, it's a real eye-opener.

Equally fascinating is the manner in which each student becomes so possessive of his or her "section." In fact, one or two will always stop by after school to make sure no one else has done anything surprising since they last checked.

—Mary Cofrancesco in the "Totem Pole Update" newsletter

Students at the Cooperative High School put the finishing touches on the Totem Pole.

ECOLOGICAL CONCEPTS IN AN URBAN ENVIRONMENT

GRANT RECIPIENT: Nancy Cowdin, teacher
LEVEL: Secondary
SUBJECT: Physical Science
NUMBER OF STUDENTS SERVED/GRADE: 70/9th Grade
SCHOOL: Career High School/21 Wooster Place/New Haven/784-8400
PROJECT DURATION: 5 weeks

PROJECT DESCRIPTION

Many inner-city students with little previous knowledge of the natural environment are delighted to study water, soil, and air in a field and laboratory setting. A visit to a water treatment plant, laboratory testing of water and soil samples, and a serious look at air quality, forest resources, and endangered species all help underscore the fragility and interconnectedness of our natural environment. **ECOLOGICAL CONCEPTS IN AN URBAN ENVIRONMENT** gives ninth-graders information they need to become responsible citizens, and offers urban youth the hands-on scientific experiences that can inspire motivation for a future career in science.

ACTIVITIES

- Exercises relating to population size, carrying capacity and limiting factors in populations.
- Study of water treatment and use.
- Visit to Lake Saltonstall Water Treatment Facility.
- Lab testing of biological oxygen demand in various water samples.
- Study of influences on air quality.

BUDGET

- Lab equipment for testing water quality, soil and air - $365
- Books and audio-visual equipment - $100

OUTCOMES

Teacher Nancy Cowdin was "extremely pleased with the outcome. Some students who had done poorly up until this unit became interested, involved, and eventually demonstrated a good grasp of the concepts. I definitely plan to continue this program, and will start earlier in the year to allow more time. We were limited in our excursions and field work by the availability of transportation and by the short time (9:30 - 11:00) that we were able to travel."

COMMENTS

"This is only the beginning of a vital and exciting program! I hope to eventually write a detailed curriculum unit for the school system."

GOATVILLE REVISITED: A LOCAL HISTORY PROJECT

GRANT RECIPIENT: Deborah Hare, teacher
LEVEL: Secondary
SUBJECT: English
NUMBER OF STUDENTS SERVED/GRADE: 30/Grades 9-12
SCHOOL: High School in the Community/45 Nash Street/New Haven/787-8635
PROJECT DURATION: September through November, 3 hours daily

PROJECT DESCRIPTION

The **GOATVILLE REVISITED** project involved sending students, newly trained in interviewing skills, out into the State Street community to discover some of New Haven's local history. Students then wrote up their interviews. A final draft was published in book form, with photographs and illustrations.

ACTIVITIES

- Practice in interviewing skills.
- Research on each class member's dwelling.
- Study of journalistic and historical writing.
- Research and interviews on the Lovell School, the Goatville community, and High School in the Community.
- Learning photography skills.
- Compilation of final publication.

BUDGET

- Printing cost - $300
- Camera - $100
- Film and developing - $100

SPECIAL EQUIPMENT

- Camera
- Word processing would have helped

OUTCOMES

"The publication of our work gave students a short term goal and a sense of accomplishment," says teacher Deborah Hare. "They learned to work together to develop a sense of community to do archival and oral research. Out of this they learned to write more coherent and interesting prose. They developed the necessary patience required to re-write and revise their work. Because of this I consider the program successful, and will develop similar projects next year."

COMMENTS

"It would make a world of difference if our school had word processors!"

The State Street area has gone through many changes in the last 200 years. It has developed from a farm to a commercial center of New Haven, but always seemed to possess a sense of community.

In the late 1700's, Abraham Bishop built a farmhouse on State Street for his workers. At that time State Street was known as the Neck. Farmers came to the area to harvest salt hay, which grew on the marshes of the Mill River.

In 1860 a trolley track was built so that workers living close to downtown could get to work at the factories appearing in the area. Because of the trolley, many workers moved to the area. Small businesses began to line State Street. The trolley ran until 1948.

During the late 1800's, the State Street area became a working class residential area. Many Irish families lived here and worked in nearby factories. The area was nicknamed "Goatville" because many Irish families kept goats which wandered freely in the area.

—Laura Porto
—Beth Callister

I interviewed the owners of Squillo's Cigar Shop, located on State Street in New Haven. . . . When you go into the store you suddenly smell all different kinds of cigars, decorations, cigarettes, candy, and you meet the well liked, easy going people of the cigar business. The owners were a little shy at first, but they answered all our questions. . . .

The customers that come to Squillo's to buy what they want, surprisingly, are not from the State Street area. About 20-25 years ago it was mostly a Polish neighborhood. The neighborhood used to be very poor. But now it has been redone and remodeled. The rich people who were new to the area came in, and the old, not so wealthy, generation was pushed out. That's probably the reason the Squillo's business isn't all local.

The Squillo family used to live on State Street, but moved away a few years ago. They told us the people in the neighborhood used to be like a family a few years ago. Everybody did things for everybody. We both felt they miss the old family generation, and they are trying very hard to get used to the new generation. The Squillo people are a class by themselves. They're nice, hard working people who will probably be in business for a few more generations.

—David Lockwood with the help of Billy Mazzella

OUR SCHOOL/JEALOUSY

GRANT RECIPIENT: Hope Hartup, Artist in Residence
LEVEL: Secondary
SUBJECT: Theater
NUMBER OF STUDENTS SERVED/GRADE: 16/Grades 10-11
SCHOOL: Cooperative High School/800 Dixwell Avenue/New Haven/777-5923
PROJECT DURATION: 12 weeks

PROJECT DESCRIPTION

Originally, artist-in-residence Hope Hartup planned to work with a 10th and 11th grade theater class to produce a documentary videotape about life at Cooperative High School, to be called **OUR SCHOOL**. When the school year began, however, she realized that the students were much more excited about doing a dramatic project. Together they settled on the idea of exploring a teenage issue in a dramatic way, both on videotape and as theater. They chose **JEALOUSY** as the topic.

ACTIVITIES

- Develop a story line for the video drama.
- Develop the characters.
- Make a shot list.
- Improvise and tape the dramatic situations.
- Tape other selected shots.
- Choose music.
- Give tapes and story to an editor.
- Work out a theatrical version of the story, making changes required by the difference in media.

BUDGET

- Camcorder, lights and tripod - $230
- Professional quality videotapes - $48
- Rental of editing time - $220

SPECIAL EQUIPMENT

- Videocassette player and monitor

OUTCOMES

"The change in focus, from **OUR SCHOOL** to **JEALOUSY**, worked out very well. Both the theatrical and videotaped version of the story were completed and presented at an all-school arts night," says dramatist Hope Hartup. "A copy of the tape is available at the school. I had originally planned to have the students involved in the editing with the help of a technician, using equipment available at Yale. That plan became unworkable when the equipment was no longer accessible. Instead, an editor did it for us at a public access studio in New York."

COMMENTS

"As it happened, all 16 of my students were girls. They had great fun with the theme of **JEALOUSY**. In their story, two girls who are interested in the same guy get caught fighting with each other at school. As they are being taken to the principal's office, they notice their boyfriend walking by with a third girl and realize they've both been played for the fool. They indulge in some humorous fantasies of revenge on their fickle boyfriend. The story takes a nice feminist turn when, later, they see the boy again with a fourth girl. The two original girls are now fast friends, and are no longer upset by the boy's behavior."

AFTER SCHOOL SCIENCE CLUB

GRANT RECIPIENT: Elisabet Orville, chemistry teacher
LEVEL: Secondary
SUBJECT: Chemistry and other physical sciences
NUMBER OF STUDENTS SERVED/GRADE: 12-15/Grades 9-12
SCHOOL: Hillhouse High School/480 Sherman Parkway/New Haven/787-8476
PROJECT DURATION: September - June

PROJECT DESCRIPTION

In order to be able to work with a small group of interested students, chemistry teacher Elisabet Orville organized an **AFTER SCHOOL SCIENCE CLUB** at Hillhouse High School. The club meets once a week thoughout the school year to perform minilabs on special topics in the physical sciences, to use chemistry software on the computer, to do individual and group science projects, and to take some field trips.

ACTIVITIES

- Mini-labs on a variety of physical science topics such as electro-magnetism, analytic chemistry, electrolysis of water, mineralogy, etc. (Fall semester).
- Trip to the Boston Museum of Science, together with students in the Macy program (November).
- Work on individual projects such as testing detergents, growing crystals, etc. (January - April).
- Computer work with science software (every third meeting).
- Trip to the Connecticut Science Fair in New London and to Mystic Aquarium (March).
- Science Fair at Hillhouse High (May).
- Pizza parties (December and May).

BUDGET

- Chemistry software (5 programs) - $290
- Science and art supplies - $110
- Pizza parties - $50

SPECIAL EQUIPMENT

- Computer.
- Science lab.

OUTCOMES

"Parts of the program were a huge success," reports Ms. Orville. "I would say that club members especially enjoyed using the science software. They were also enthusiastic about the minilabs (which I set up for them) and the two trips. Next year I will know more about helping individuals set up their own projects. They all wanted to do such outstanding projects that it was hard for them to get started with anything. I think they were really afraid of failing."

COMMENTS

"I really enjoyed getting to know some of my students better. I was impressed by their seriousness and active imaginations. I think we have a good nucleus for next year."

COMPUTERS IN THE SCIENCE CLASSROOM

GRANT RECIPIENT: Joyce Puglia, teacher
LEVEL: Secondary
SUBJECT: Biology
NUMBER OF STUDENTS SERVED/GRADE: 60/Grade 9
SCHOOL: Cooperative High School/800 Dixwell Avenue/New Haven/777-5923
PROJECT DURATION: September - June

PROJECT DESCRIPTION

A high school chemistry and biology teacher was loaned both an Apple computer and chemistry software for use in her classroom during the upcoming school year. Knowing that she would also be teaching three biology classes in the same room, she proposed to extract the greatest benefit from the presence of **COMPUTERS IN THE SCIENCE CLASSROOM** by purchasing appropriate biology software.

ACTIVITIES

- Show the class simulated dissections on the computer before performing the same operations in the classroom laboratory.
- Run through dissections on the computer that cannot be done in the classroom.
- Have the class solve simulated problems (some of them environmental in nature) using the computer.
- Use the computer for individual tutorial work during free periods and after school.

BUDGET

- Computer software for biology - $485

SPECIAL EQUIPMENT

- Apple computer and monitors (the school had two 25-inch monitors that could be hooked up simultaneously to the one computer).

OUTCOMES

"After working with the computer for awhile," says teacher Joyce Puglia, "the students displayed a new attitude toward learning: they got excited about doing problems on the computer; they would reason out the answers with each other; and would be eager to do the next problem right away. Their excitement grew with the use of good software programs."

COMMENTS

"I think that my students responded well to the computer because it's something different—they like new things—but also because the subject matter seems more real to them as it moves and changes on the classroom monitors. Computer graphics in motion are more engaging to these students than books and lectures. It was very disappointing to me when I had to return the computer at the end of the school year, and was not able to arrange for a replacement."

THE CAROUSEL OF LIFE

GRANT RECIPIENT: Linda W. Sheehan, teacher
LEVEL: Secondary
SUBJECT: Psychology (Independent Study & Seminar Program)
NUMBER OF STUDENTS SERVED/GRADE: 66/Grades 9-12
SCHOOL: Wilbur Cross High/181 Mitchell Drive/New Haven/787-8798
PROJECT DURATION: One month

PROJECT DESCRIPTION

Erik Erikson's famous essay, "The Eight Ages of Man," is a reading assignment for Linda Sheehan's special seminar on psychology. Her 12 students, all of them gifted, generally find this assignment dry and academic until she supplements it with a videotape of "Everybody Rides the Carousel," an animated interpretation of Erikson's theory. **THE CAROUSEL OF LIFE** comes alive when students relate the film to the essay, and then compare Erikson's ideas on human psychological development with those of Freud and Piaget.

ACTIVITIES

- Students read, at home, about the first three ages of man in Chapter 7 of Erikson's Childhood and Society.
- In the weekly seminar, the class views the film on these three ages.
- Students compare the two media, book and film, in class discussion.
- The process of reading first and then viewing and discussing repeats for ages 4, 5, and 6, and then for 7 and 8.
- The two copies of "Everybody Rides the Carousel" are made available to another psychology class (25 students) and a parenting class (30 students).

BUDGET

- Two videotapes of the film, "Everybody Rides the Carousel" - $250

SPECIAL EQUIPMENT

- A videocassette player and 12 copies of Erik Erikson's Childhood and Society (already owned by the school in this case)

OUTCOMES

Ms. Sheehan remarks, "Because our students relate so strongly to the animated interpretation of Erikson's life stages, being able to show it in this leisurely, apportioned fashion is a must for us now and in years to come. They learn not only psychological concepts but something about film criticism as well."

COMMENTS

"For the past 10 years, I used to borrow this film from the Yale Film Archives, but due to the pressure of time, I had to foist all three reels down my students' throats in one long session. Trying to discuss points while the projector noisily rewound each reel was horrendous. Now we can take our time. Now it's a quality experience, thanks to the Initiative for Excellence."

MATRA: MOMS AND TOTS READ ALOUD

GRANT RECIPIENT: Marie Vitelli, teacher
LEVEL: Middle and Secondary
SUBJECT: English
NUMBER OF STUDENTS SERVED/GRADE: Approximately 100-150/Grades 6-12
SCHOOL: Polly T. McCabe Center/390 Columbus Avenue/New Haven/787-8758
PROJECT DURATION: Spring through Fall 1988

PROJECT DESCRIPTION

MATRA (Mothers and Tots Read Aloud) will help teen-age girls who are expecting babies appreciate the importance of reading to young children. Teen mothers often neglect to stimulate and read to their children because they themselves were not read to or because of their own book-shyness. This project involves the teen mother in the education of her child and, in doing so, should improve her own reading skills and vocabulary. Reading aloud engages the mother and child in a playful activity which fosters emotional bonding, and stimulates the children both visually and intellectually.

ACTIVITIES

- Teen mothers are given instructions on reading aloud, statements from professionals on its importance, and a child's book appropriate for babies.
- Classroom demonstrations on techniques for reading aloud will be given periodically.
- A follow-up questionnaire will help determine the prolonged effectiveness of the program.

BUDGET

- Approximately 150 books - $500

OUTCOMES

At the time of publication, the project is still underway. Marie Vitelli notes that because **MATRA** begins parental involvement in a child's intellectual growth almost at once, it "cannot help but improve the system overall. These children will be entering our schools in four or five years with larger vocabularies and broader background knowledge—important prerequisites in reading readiness. Their mothers are still students themselves. If they are made aware of the importance of books in the lives of their children, it will heighten their own appreciation of books and reading."

COMMENTS

"If sufficient funds are available in the future, each mother will be presented with a second book (nursery rhymes, vocabulary builders, etc.) on her child's first birthday."

Next to hugging your child, reading aloud is probably the longest-lasting experience that you can put into your child's life. You will savor it long after they have grown up. Reading aloud is important for all the reasons that talking to children is important—to inspire them, to guide them, to educate them, to bond with them and to communicate your feelings, hopes, and fears. You are giving children a piece of your time. They're more interested, really, in you than they are in the story—at least in the beginning.

Reading aloud to children on a routine basis improves their reading, writing, speaking, listening and imagining skills. And it improves their attitudes toward learning.

—U.S. News & World Report, March 17, 1986, distributed to students in **MATRA** program

COMPUTER ASSISTED INSTRUCTION IN SCIENCE

GRANT RECIPIENT: Anthony B. Wight, teacher
LEVEL: Secondary
SUBJECT: Chemistry, Physics, Biology, Geology, and Technology
NUMBER OF STUDENTS SERVED/GRADE: 50/Grades 9-12
SCHOOL: High School in the Community/45 Nash Street/New Haven/787-8635
PROJECT DURATION: March - May, and following years

PROJECT DESCRIPTION

A science teacher who had been trained in the use of computers for high school science classes was eager to put his knowledge to work in his school. He had free access to thousands of dollars' worth of science software through Quinnipiac College, where he studied, and through an informal consortium of fellow science teachers in other New Haven high schools. All he lacked was a suitable computer. With a lot of legwork, he was able to buy an Apple-compatible Laser 128 computer from a cooperative dealer priced within the $500 limit. Next step: **COMPUTER ASSISTED INSTRUCTION IN SCIENCE** at High School in the Community.

ACTIVITIES

- Computer was demonstrated in Physics and Technology classes as a teaching aid and problem-solving tutor. It was made available daily to students in class.
- An advanced math class used the computer to graph quadratic equations, first with programs from their text, then with student-written programs.
- Two physics students used the computer for presentation of their in-class science fair project. An other student used the computer independently after school.
- Instructional software was demonstrated to biology, math and science block teachers for possible use next fall.

BUDGET

- New Laser 128 computer and Motorola monitor - $500

SPECIAL EQUIPMENT

- Software of many types was borrowed from the Quinnipiac College Computer Resources Library as part of the science instructional workshops sponsored with the Connecticut Board of Education.

OUTCOMES

Anthony Wight reports, "The program got off to a slow start because of the search for a computer to buy. The Laser 128 runs 98% of all Apple software and operates just like an Apple II series computer, so it is an excellent option for start-up programs in schools. Student interest in use of the computer was very high: they found the software 'fun' and challenging. Teachers have been gently introduced to the computer and are excited also. We will definitely expand the use of the computer in classes."

COMMENTS

"This computer project is a pilot and a major breakthrough for High School in the Community. Three of our staff spent more than 100 hours writing a major grant proposal to the Apple Corporation to establish a complete modern computer learning lab/resource room in our building. We are awaiting word on the request. If we are not funded by Apple, we feel fully prepared to take our request to the Board of Education and local businesses to obtain funding. Our entire staff is actively committed to developing computer assisted instruction across the curriculum next year."

INDEX

Altieri, Carol, 73
Amini, Christin Eve, 74
Barna, Robin, 17
Balsamo, James F., 75
Bauman, Pearl C., 18
Bayne, Linn M., 51
Block, Susan, 76
Bombassei, Joan, 52
Breuler, Donald, 3-4
Burke, Natalie, 5
Canalori, Richard, 53
Carberry, Belinda, 54
Chang, Sung-Wen, 77
Chimes, Elizabeth, 19
Chorney, Jacqueline L., 20
Coden, Bill, 55
Cofrancesco, Mary P., 78
Conti, Penny, 56
Cooney, Kathleen, 6
Cortigiano, Alice, 21
Courtmanche, Betse, 22-23
Cowdin, Nancy, 79
Degnan, Francis J., 24
Denison, Lynn, 7
dePue, Carol Anne, 44
Esposito, Ralph J., 25
Goodson, Maxine C., 57
Green, Olivia, 58
Hare, Deborah, 80-81
Hartup, Hope, 82
Howell, Jemi, 8-9
Jakupkovic, Patricia, 10
Lamb, Rita, 26
Linebarger, Rosemarie, 59
Luce, Carol Ann, 27
Martin, Geraldine, 28
Matican, Susan, 29
McGill, Michael, 77
Melindez, Bohdanna, 60
Mellette, Robert W., 61
Michnewicz, Paul-Douglas, 60
Moore, Jimmy-Lee, 62
Moore, Joyce M., 30
Morrotti, Toni, 26
Ocoma, Gwen, 31
O'Connell, Ann, 32
Omark, Lisa, 33
O'Rourke, Kelly, 63
Orville, Elisabet O., 83
Parker, Kathleen D., 34
Parsons, Elaine C., 35
Pastore, Lynn, 36
Perlmutter, Marsha, 37
Puglia, Joyce, 84
Rubin, Loretta, 19
Ryan, Lee, 38
Saldana, Denise, 39
Schwartz, Nancy, 6
Sheehan, Linda Wright, 85
Singleton, Malcolm, 9
Solis, Arthur, 40
Stambler, Leah, 64
Stewart, Lynn M., 11
Strode, Bernadette, 41
Tolson, Walterine H., 65
Trader, Barbara Coles, 66
Trachten, Sara Miller, 42-43
Vitelli, Marie, 86
Walsh, Ann G., 67
Warner, Charles E., 68
Webber, Jeffrey, 12
Williams, Carolyn, 69
Wilson, Johanna, 44
Wight, Anthony B., 87
Wong, Carol A., 46-47
Wolf, Melanie S., 13
Wolfson, Nina M., 45
Zimmerman, Sarah, 48

NEW HAVEN INITIATIVE
FOR EXCELLENCE IN EDUCATION

1987 CONTRIBUTIONS

GOLD STARS ($5,000 and up)
- New Haven Foundation
- Public Education Fund

SILVER STARS ($2,500 - 4,999)
- People's Bank
- Peter T. Schurman

BRONZE STARS ($500 - 2,499)
- Myles Alderman
- Anonymous
- Bank of Boston, CT
- Coopers & Lybrand
- Helmer Ekstrom
- Margaret Forsythe Charitable Trust
- Sargent Manufacturing
- C. Thomas Smith
- SNET
- Tay-Mac Corporation
- Cheever Tyler
- Barbara Wareck

RISING STARS (up to $499)
- Bank of New Haven
- Robert Behan
- Kevin Canavan
- D. Carter
- George Fayan
- Robert Farrow
- Marcella Glazer
- John Gontero
- Robert Larson
- Ra'Monia Manick
- New Haven Merchant's Bank
- Frances Padilla
- Peck, Peck and Leginsky
- Alice Poole
- James Rawlings
- Humbert Sacco
- Maria Sestito
- Richard Terry
- WTNH-TV8
- Harry Wexler

TOTAL: $ 22,843

NEW HAVEN INITIATIVE
FOR EXCELLENCE IN EDUCATION

1988 CONTRIBUTIONS

GOLD STARS ($5,000 and up)

New Haven Foundation
Public Education Fund

The Carolyn Foundation
The Edward W. Hazen Foundation
Peter Schurman

SILVER STARS ($2,500 - 4,999)

Bank of New England Foundation
William and Jean Graustein
Mary Gardner Neill
People's Bank
United Illuminating

BRONZE STARS ($500 - 2,499)

American National Bank
Anonymous
Bank of Boston, CT
Blue Cross/Blue Shield of CT
The Burton Company
Coopers & Lybrand
Robert Dodds
Eisner Fund
First Constitution Bank
William A. Flint, Jr.
Margaret N. Forsythe Charitable Trust
Founders Bank
Jr. League of Greater New Haven
Macy's
Marsh Motors
Society for Savings
Mr. and Mrs. Fenmore Seton
Storer Cable Communications
Tay-Mac Corporation
Cheever Tyler
Unique Boutique
Harry Wexler
Yale Co-Op

RISING STARS (up to $499)

Anonymous
Anonymous
Anonymous
Joni Barnett
Myrna Baskin
William S. Beckett
Robert Behan
Tim Bertaccini
William C. and Ellen R. Brainard
Susan Bramhall
Mr. and Mrs. Henry P. Brightwell
Mr. and Mrs. Oliver Brooks
Samuel Brownell
Richard B. Burford
Judge and Mrs. Guido Calabresi
Kevin Canavan
John and Catherine Crawford
Mrs. Lewis P. Curtis
DaSilva Management Associates
Mr. and Mrs. E. Donald Elliott
Joseph Elliott
Marcella Glazer
Leonard and Rita Gold
John Gontero
Richard Grave
Mr. and Mrs. Larry Hall
Theodore F. Hogan, Jr.
David and Kathy Johnsen
Paulette M. Lehrer
John M. Leventhal
Mrs. R.E.D. Lord
Nancy Maizels/Alan Weiner
Ra'Monia Manick
Frances Padilla
Vicki Parker
Peck, Peck, Leginsky and Zito
People's Bank Fund
Mildred Pierce
Alice and Allan Poole
David F. Ransohoff, M.D.
James Rawlings
Jeffrey L. and Christine Sammons
Peter and Marcy Schuck
Deborah and Edwin V. Selden
Charles Shephard/Derry Moritz
Jane and Stanley Tamarkin
Richard Terry
TPA Design Group
Murray and Sara Trachten
United Aluminum Corporation
Roger P. Weissberg
Dr. Bernice Willis
Joseph Zaccagnino

TOTAL: $ 57,695

NEW HAVEN INITIATIVE
FOR EXCELLENCE IN EDUCATION

1988 STEERING COMMITTEE

Cheever Tyler, Chairman
Mustafa Abdul Salaam
Myles Alderman
Myrna Baskin
Joni Barnett
Robert F. Behan
John Gontero
Richard Grave
James E. Rawlings
Humbert V. Sacco, Jr.
Peter T. Schurman
Richard Terry, PhD
Barbara Wareck
Harry Wexler
Bernice Willis, PhD
Frank A. Carrano, ex officio
John A. Dow, Jr., PhD, ex officio

STAFF

Vicki B. Parker, Coordinator
Patricia Green, Administrative Assistant

1987 GRANT REVIEWERS

Pat Acocella-Stollerman
David Colesworthy
Gretchen Dole
Deb Eldrich, Esq.
Shirley Ellis-West
Ray Escalera
Lynn Fairfield-Sonn
Chris Ferrigno
Bob Friedman
Beth Gilson
Clifton Graves, Jr., Esq.
Patricia Heflin
Kerry Hotchkis
Joan Laskey
Monica McNally
Sherry Mordecai
Jeanne Musto
Matthew Nemerson
Antonio Perez, PhD
Dianne Perrotti
Barbara Saez
Martha Venter
Louise Zito, Esq.

1988 GRANT REVIEWERS

Greg Ballinger
Chet Brodnicki
Charlotte Brown
Nancy Ciarleglio
Elizabeth Coonrod
Kate Goddard Dorns
Tom Dudeck
Yvonne Ellis
Lynn Fairfield-Sonn
Joanne Fillie
Earl W. Fraser, Jr.
Roseann Gerry
Carol Grave
Pat Green
Marnie Halsey
Kathy Johnsen
Joyce Kossman
Fran Lamprey
Gertrude Langsam
Jean McAndrews
Karen Massey
Sherry Mordecai
Frances Goelder Morneau
Jeanne Musto
John Padilla
Bain Patrie
Dianne Perrotti
Lilias Pippert
Robert Reger, Esq.
Moshe Reiss
Bruce Reynolds
Marcy Schuck
Dan Stango
Greg Stanton
Mona Tenedine
Sara Miller Trachten
Walter B. Tucker, Jr.
Tom Turco
Hattie Turner
Joseph Ucello
Sallie Vece
Lynn Water
Wendy Weisman
George Whitney, DVM
Louise Zito, Esq.